Public Instruction in the U.P. of Agra & Oudh, general report, 1909-10 to 1913-14

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GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

UNITED PROVINCES OF AGRA AND OUDH

FOR THE YEAR ENDING 31ST MARCH 1910.

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ERRATA.

Annual Educational Report, 1909-10.

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42.	2nd line from the top, *for* 4,557 *read* 4,559.
2A.	General Table II, against Institutions—Total—column 15, *for* 7,8559 *read* 7,85,593.
7A.	General Table III, against Primary schools for boys, column 28, *for* 52 *read* 512.
10A.	General Table IV, against Collegiate education, *for* Agirculture *read* Agriculture.
11A.	General Table IV, *for* Instructions *read* Institutions.
12A.	General Table IV, against Total Expenditure on Public Instruction, column 21, *for* 82,87 *read* 82,897.
21A.	General Table VII, against Primary schools for boys, column 10, *for* 8,233 *read* 8,223.

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE UNITED PROVINCES

FOR THE YEAR 1909-10.

CHAPTER I.

PRELIMINARY.

Introductory.

The year 1909-10 has not been marked by any striking events in the shape of reforms or schemes for reform; the department has perhaps sufficient on hand already. The process of realization takes time, and unforeseen obstacles in the way of shortness of funds or formidable accounts difficulties impede progress at various stages. Meanwhile advance has proceeded on lines already laid down, and improvements have been effected in every branch of education as opportunity offered or funds permitted.

Provincialization of high schools.

Yet another year has passed without the district high schools being provincialized. The Secretary of State's sanction to the scheme has been long in coming, but at the time at which this is written has been at last received. While awaiting it, things have been brought virtually to a standstill. The district boards, expecting shortly to be relieved of the burden of supporting schools which they did not manage, were naturally more than ever averse to spending money upon them, and meanwhile Government was forced to wait upon events. Many immediately necessary improvements were therefore postponed, and pending the regrading of the service on personal pay, which is an essential feature of the scheme for provincialization, the pay of teachers continued to be local. Transfers were in consequence frequent but inevitable in giving promotion to those who had earned it. The task of reconciling the conflicting interests of teachers and schools was an impossible one, and justice could not often be done to individuals without injury to school work. It may be well understood therefore that the delay in sanctioning the scheme was causing grave anxiety.

Position of teachers.

Intimately connected with the scheme was the improvement of the teachers' pay and prospects. Since a revision of the scale of salaries was promised in connection with it, it may be readily understood with what eagerness teachers were looking forward to its realization. There was then deep disappointment when their hopes were once again deferred, though a certain flow of promotion was produced by the strengthening of the staff of various schools through the addition of new posts in connection with the School Leaving Certificate examination. The improvement of the service by making the pay of posts personal and increasing the attractions of the teaching profession by regrading, for which a considerable sum has been budgetted, should be a distinguishing feature of the current year.

External equipment of schools.

Though matters have remained practically at a standstill as regards the living agent, there has been more than usual activity in building. New schools have been erected, old ones have been extended, and laboratories have been added. There is, of course, much leeway to make up, and accommodation both in the shape of class rooms and hostels is still very far from being adequate for the numbers which now flock to English schools. Nevertheless as the account in Chapter V will show the work accomplished during the year constitutes a very fair record.

Vernacular education.

Vernacular education has been adversely affected by the general stringency which compelled the Government to resume the funds hitherto spent by district boards on anglo-vernacular education, instead of, as at first intended, leaving them at the disposal of the boards, and by the necessity of insisting on a policy of

retrenchment all round. The result is that the revision of vernacular teachers' salaries on any sufficient scale is still out of the question and there are several districts which have not nearly worked up to the required standards yet. Money has been equally scarce for carrying out building operations. Very few boards were able to do anything which could produce an appreciable impression on the general aspect of things.

Primary education. But the most deplorable result of the want of funds is that it has produced an actual decrease in the numbers of primary schools and scholars, making it appear as if primary education were actually retrograding. This, however, would be a mistaken view. The decrease is not really so serious as it seems at first sight, and in its effects upon the future may even be a blessing in disguise. It has led to a general paring away of excrescences in the shape of worthless schools in which false entries and habitual absentees have long been tolerated or overlooked, and which, if a stricter control had been maintained in the past, would never have been allowed to exist. A change to more careful control and the adoption of a higher standard of efficiency is worth securing, even though it has been brought about by a temporary decline in the enrolment. But in so far as the abolition of genuine schools and the turning away of real scholars has taken place—and it is to be feared that instances have occurred—primary education must have suffered locally a serious set back.

Female education. There has also been an apparent check, though not to the same extent, in female education, due in part to the same causes. Here too a number of worthless schools have been closed. But what is more to be regretted, there are indications that now that the novelty of the movement has worn off, many of its supporters are less steadfast. Nevertheless, things have not stood still. The facilities for secondary education have increased, the scheme for Government model schools has developed, local committees have been appointed and have set to work, and there are several notable instances of private enterprise and generosity.

The School Leaving Certificate. The School Leaving Certificate after withstanding a good deal of fiery and ill-informed criticism and some wilful misapprehension, appears to be viewed with friendlier feelings, now that it is realized that it is not a device for blighting higher education. The first examination has been quietly and successfully held, and people are now able to judge it by what it is, and not merely by what has been said about it. The issue of the Government Order making the examination the sole avenue to the lower ranks of the public service caused some tension for a time in regard to the recognition of schools, but its operation was postponed and the tension speedily subsided.

Private effort. The Indian educational system has always depended and probably always will depend very much on private effort, and it is pleasing to record that in the upward movement which has been taking place both aided and unaided schools have made commendable exertions to keep abreast of modern needs. Their funds are none too large, but they are determined not to be left behind; and there are many cases in which either with or without assistance from Government they have managed to strengthen their staff of teachers, increase their accommodation and improve their equipment. To find the necessary funds for the entertainment of a better qualified staff many have had to raise their rates of fees, some to the Government rate and some even above it; but not one of the schools that has adopted this device has suffered in consequence a diminution in the number of scholars, while most are embarrassed by excess. In the last report the munificence of the founder of the Hewett Kshatriya High School came in for special mention. A similar example of beneficence falls to be recorded this year, but this time it is the act of a lady, *Musammat* Ram Kali. At her own cost she has erected, equipped and suitably endowed a handsome high school at Chandausi in honour of her deceased husband. The Shiam Sunder Memorial High School, though the youngest school of its kind in the United Provinces, will at the rate at which it is progressing, soon be worthy to take its place among its leading institutions. The Edward Coronation High School at Khurja continues to receive liberal benefactions from its generous founder, the Hon'ble Natthi Mal Seth, Rai Bahadur, C.I.E., and it must have been a great source of satisfaction to him that it headed the list of successful schools at the last Matriculation examination. Buildings on a noble scale have been planned and are in process of erection at the Hewett Kshatriya High School at the expense of the ever-munificent Rajah of Bhinga.

It is impossible to close this chapter without some reference to the customary want of funds. While gladly acknowledging the generous treatment that education receives from the Local Government when the budget is under preparation, I cannot refrain from observing that far more than can be spared is needed. The local boards both district and municipal are at the end of their resources, and unless they can be given substantial assistance they must pause in their efforts to extend and improve vernacular education. Many are already marking time and others are actually dropping back. Meanwhile the cost of schools is rising and the demands of educational efficiency grow more and more exacting. The case of secondary and collegiate education is hardly any better than that of primary. Scholars are being turned away in several places for want of accommodation and of teachers to instruct them. A clamorous demand is being made on behalf of the excluded for a relaxation of the rules that relate to space and numbers in English schools and colleges, and indeed some relaxation has had to be made. But it is unwise to jeopardize the efficiency of instruction by such expedients. The whole fabric of higher education so laboriously built up may crumble and collapse by a continued sapping of the foundations in this way. An awkward dilemma faces the Department. It must either lower the standard by admitting more than can be properly taught or flout public opinion by refusing instruction to more than a limited number. The situation is growing desperate and nothing but a plentiful supply of money for educational purposes of all kinds can mend it. Arrangements were made this year with difficulty to find room for all these who applied for admission to the tenth class of high schools, but when the numbers now reading in the lower classes reach the high school stage no ingenuity in distribution of scholars among the various schools will suffice to meet the demand.

Classes of institutions.	1909-1910.		
	Institutions.	Scholars on the 31st March.	Average number on the rolls.
PUBLIC INSTITUTIONS.			
University Education.			
Arts colleges ... For men	31	4,155	3,880
Arts colleges ... For women	4	40	38
Professional colleges	10	1,135	1,095
School Education, General.			
Secondary schools for boys ... English	183	41,626	40,127
Secondary schools for boys ... Vernacular	365	44,391	42,990
Ditto for girls... English	51	4,673	4,558
Ditto for girls... Vernacular	7	505	491
Primary schools for boys	9,267	4,43,574	4,31,614
Ditto for girls	936	29,118	27,747
Technical and Industrial Education.			
Training schools for masters	112	1,092	1,086
Ditto for mistresses	13	317	319
Other Special Schools	82	4,078	4,219
Total, Public Institutions for 1909-10 ...	11,061	5,74,704	5,58,164
Total, ditto for 1908-09 ...	11,377	5,83,733	5,52,411
PRIVATE INSTITUTIONS.			
Advanced schools teaching :—			
Arabic or Persian (for boys)	473	10,014	...
Ditto (for girls)	3	40	...
Sanskrit (for boys)	441	8,643	...
Ditto (for girls)	3	48	...
Elementary schools teaching :—			
A Vernacular or mainly only ... For boys	1,942	28,894	...
A Vernacular or mainly only ... For girls	140	2,328	...
The Koran ... For boys	1,234	17,047	...
The Koran ... For girls	98	792	...
Other schools not conforming to Departmental Standards	225	5.071	...
Total, Private Institutions, 1909-10 ...	4,559	72,877	...
Total, ditto, 1908-09 ...	4,703	74,615	...
GRAND TOTAL FOR 1909-10 ...	15,620	6.47,581	...
GRAND TOTAL FOR 1908-09 ...	16,080	6,58,348	...

CHAPTER II.

General Summary.

There has been a decrease of 460 in the total number of institutions which has fallen from 16,080 to 15,620. The decrease is common to both public and private institutions, which show a decline of 316 and 144 respectively on the figures of the previous year. The total number of scholars of all kinds on the rolls at the close of the year was 647,581 which is nearly 11,000 less than in 1908-09. The causes of the decline are explained in subsequent chapters. Though the total enrolment in public institutions on 31st March 1910 was smaller, the average enrolment throughout the year was nearly 6,000 more than in the previous year. The percentage of scholars to the population of schooling age shows a trifling decrease of ·15, which is shared by both boys and girls. In the case of the former the percentage is 16·29 and in the case of the latter 1·33. The highest percentage for boys is 33·47 in Benares in spite of the large decline in numbers in that district, while Almora stands next with 29·79 and in nine districts 20 per cent. is exceeded. Exclusive of Dehra Dun, which includes the hill schools, the highest percentage for girls is 3·72 in Lucknow, Budaun coming next with 3·64. Altogether 3 per cent. is exceeded in 6 districts, but it is less than unity in 17 districts. The statistics show that female education is more widely—or perhaps it would be better to say less thinly—diffused in the western than in the eastern districts.

Number of institutions and scholars. (*Vide* General Table III.)

(*Vide* General Table I.)

The total expenditure, direct and indirect, from all sources amounts to Rs. 93,22,617, which is about 19½ lakhs more than it was two years ago, and nearly 8¾ lakhs more than in 1906-09, an increase having taken place in almost every large head of expenditure. The cost of education per head of population works out to about 3·12 annas. Direct expenditure amounts to Rs. 56,51,259, of which no less than Rs. 35,27,091 are contributed from public funds, while more than two-thirds of the indirect expenditure come from the same source.

Expenditure. (*Vide* General Table IV.)

The largest increase falls under buildings, on which nearly 6¼ lakhs were more spent than in the previous year.

The actual provincial expenditure during the year 1909-10 under head 22—Education, as returned by the Accountant-General, is Rs. 20,96,088 (excluding Rs. 7,23,913 on account of contribution to district boards), while that shown in General Table IV attached to the report is Rs. 30,86,338 as detailed below :—

	Rs.
Amount shown in column 7	18,03,710
Ditto 8	40,960
Ditto 19	7,13,010
Indirect expenditure shown in column 30	4,88,445
Provincial examinations and other charges shown under head "Fees"	31,305
Grant-in-aid to Agra College shown under head "Endowments"	7,612
Boarding charges shown under head "Fees and District Funds"	1,296
Total ...	30,86,338

This sum of Rs. 30,86,338 includes the following items which are not debitable to head 22—Education :—

	Rs.
(1) Agricultural College, Cawnpore	44,521
(2) Medical school, Agra	44,673
(3) Patwari schools	28,262
(4) Amount spent by the Public Works Department on Government Educational buildings	8,55,343
(5) Technical and other schools	11,715
(6) Press charges on account of Provincial examinations	6,217
Total ...	9,90,731

Deducting Rs. 9,90,731 from the sum of Rs. 30,86,338, the difference between the Accountant-General's figures and those shown in General Table IV comes to Rs. 481 which cannot be reconciled till the details of each item drawn from the

Treasury have been supplied by the Accountant-General, as well as by the officers submitting the annual returns.

The following is a comparative table of the results of the examinations for the year 1909 and 1910 :—

		1909-1910.	1908-1909.
M. A. ...	Candidates ...	20	24
	Passed ...	15	13
Previous M. A. ...	Candidates ...	58	54
	Passed ...	34	15
M. Sc. ...	Candidates ...	5	3
	Passed ...	5	1
Previous M. Sc. ...	Candidates ...	5	8
	Passed ...	4	4
L. T. ...	Candidates ...	27	...
	Passed ..	22	...
B. A. ...	Candidates ...	533	411
	Passed ...	195	174
B. Sc. ...	Candidates ...	126	103
	Passed ...	47	28
Intermediate examination.	Candidates ...	1,148	1,115
	Passed ...	494	397
Matriculation ...	Candidates ...	2,440	2,169
	Passed ...	685	731
School Leaving examination.	Candidates ...	325	...
	Passed ...	137	...
Vernacular Final	Candidates ...	7,808	6,702
	Passed ...	5,804	4,726
Primary ...	Candidates ...	25,036	23,227
	Passed ...	18,860	17,177

CHAPTER III.

Controlling Agencies.

The office of Director was held by me until April 7th, 1909, when I proceeded on leave for ten months. During my absence Mr. A. Venis, Principal of Queen's College, Benares, officiated. The following officers were in charge of the educational divisions :—

Inspectors.

Meerut division.—Mr. N. A. Rust.

Agra division.—Rai Bahadur G. N. Chakravarti.

Rohilkhand division.—Mr. M. H. Bilgrami held charge until June 14th, 1909, when he took leave on medical certificate for three months, which was subsequently extended by a further period of six months. During his absence Pandit Ram Datt Pant, Assistant Inspector, officiated as Inspector.

Lucknow division.—Mr. E. A. Richardson held charge throughout the year except for the last five days when he was on special duty in connection with the inspection of Chiefs' Colleges.

Allahabad division.—Mr. J. W. Bacon.

Benares division.—Mr. F. J. Moss, held charge until October 20th, 1909, when he was obliged by ill-health to take one year's combined leave on medical certificate. Pandit Murli Dhar Nagar, Assistant Inspector, held charge until November 28th. Pandit Kali Datt Dube was then appointed to officiate and remained in charge until March 14th, when he was relieved by Mr. H. Banister, Head Master of the Queen's Collegiate School, Benares.

Fyzabad division.—Mr. M. N. Datt.

Gorakhpur division.—Pandit Kali Datt Dube held charge until he was transferred to the Benares division as stated above. He was relieved on December 4th, 1909, by Pandit Din Dayal Tiwari, Assistant Inspector, who officiated till his retirement from service on January 11th. By the retirement of Pandit Din Dayal Tewari the department lost a zealous and able officer who set a high example of duty to the younger men and was unsparing of himself in its discharge. He was succeeded by Mr. H. F. Manley, Head Master of the District High School, Allahabad, who officiated till the close of the year.

Kumaun division.—Mr. J. Murray held charge for the whole of the year except for three months from November to February, when he was on privilege leave, Babu Brijbasi Lal, Assistant Inspector, performing the current duties of the office of Inspector.

Munshi Kirpa Narain held charge of the post of Inspector of Normal Schools and Training classes throughout the year.

Inspectresses.

Miss Stuart held charge of the post of Chief Inspectress throughout the year. No change was made in the number or respective jurisdictions of the circle inspectresses. But further experience and the expansion of female education have made it clear that the inspecting staff needed strengthening to cope with the work, and accordingly proposals for filling up the revised cadre of seven posts are being matured.

District Inspecting staff.

The accounts of the work of the district inspecting staff received from both inspectors and district boards are on the whole satisfactory both as regards its quality and quantity. In most districts the prescribed number of days has been spent on tour by all officers, and in many cases it has been far exceeded. Where shortcoming has occurred the explanations furnished have, with very few exceptions, been satisfactory. But the requirement that all schools should be inspected at least twice in the year, has not been complied with in all cases. Thus in Rohilkhand 12 schools were not inspected at all and some 60 schools only once. The corresponding figures for the Meerut division are 1 and 105, and for Fyzabad 1 and 178. Vacancies which cannot always be promptly filled up and inadequacy of staff account largely for this state of things; but the appointment of more sub-deputy inspectors, which is now under consideration, should bring down these figures in the future. In one division, however, these omissions are ascribed to laziness and the want of better supervision by boards over the inspecting staff. The work of the sub-deputy inspectors varies considerably, a consequence no doubt of the difference in their qualifications and experience. " While the best of them

show real enthusiasm for their work," writes an inspector, "and devote much anxious thought to it, there are others still who are satisfied with well filled diaries and a great display of unintelligent industry." There is probably something to be said for the same inspector's remark "the rules unfortunately tend to put a premium on record breaking in the matter of number of days spent on tour and number of inspections made, and thus encourage superficiality. It is as a rule the most thorough of the district inspectors who find it most difficult to comply with the prescribed minima in these respects. Such men would naturally prefer to be judged by results." With an increased staff, however, the difficulty of combining efficiency with frequency of inspection ought to diminish. A more serious matter is the growing difficulty of recruiting sub-deputy inspectors. The number of graduates who apply for such posts, has been steadily diminishing, approved candidates frequently withdraw at the last moment, while teachers, who formerly coveted a transfer to the inspecting line, now rarely come forward. In the Lucknow division, for instance, only one teacher applied for inspecting work last year. An examination of the qualifications of sub-deputy inspectors recently appointed, tells the same tale. Thus in the Allahabad division only one out of sixteen is a graduate. The improved pay and prospects of teachers, the slowness of promotion in the inspecting line and especially the stagnation in the lower grades, have no doubt deterred many from offering themselves for employment. But there is unfortunately another reason for the lack of suitable recruits that gives rise to grave anxiety for the future. There is growing discontent with the conditions of service. First, promotion to a deputy inspectorship cannot be insured to men who are qualified by abilities and length of service. Time after time such men are passed over in favour of their juniors who have for one reason or other succeeded in obtaining favour with a board that has a vacant deputy inspectorship to fill. The second is the changed position of the district inspector. The fact is that during the last few years, ever since the amalgamation of the office of the deputy inspector with that of the district board, the lot of the district inspector has altered for the worse. The amalgamation of the office with that of the district board was excellent in intention, for its object was to relieve the inspecting staff of the worry and routine of office work, in order that they might have more time to devote to inspection and educational organization. Unfortunately this object has not been realised; but what was meant for relief has turned out an increased burden. In previous reports it has been pointed out that all was not well, and the experience of another year has only served to confirm the conviction that the present state of affairs is far from satisfactory. The simultaneous increase of work with loss of prestige is well calculated to make any posts unpopular. Yet this is exactly what has happened to the deputy inspector and in a lesser measure to his assistants, the sub-deputy inspectors. Instead of having less clerical work they have more; and in the case of the deputy inspector it appears to be customary to "send files out to him almost daily for report or disposal even while he is on tour," and whereas he used to have a clerk to help him, he now has none. There is moreover, as it is said, "an ever present danger of friction," which sometimes becomes actual. The following illustration is provided by an inspector :—

"I need only add that the deputy inspector's position in some districts is becoming more and more difficult every day. As a case in point it may be mentioned that one district board have made bye-laws under which the head clerk of the board's office is authorised, among other things to sign, "ordinary" papers and to pass orders on them on behalf of the Secretary. They also authorise him to receive applications in the Secretary's absence and submit them to him 'if they call for any action.' It will be seen that ample discretionary power is left in the hands of the head clerk who is supposed to decide what papers are "ordinary," as also the nature of the cases which call for action. At the inspection of the board's office in this district by the Assistant Inspector it was noticed that in many cases appointments, transfers and promotions of teachers were made without any reference to the Deputy Inspector, who, as the board's executive officer as also the responsible adviser in matters of education, should have been allowed a voice in the disposal of such important questions. It is evident that such procedure does not make for educational efficiency, and it is feared that if matters are allowed to drift in this irresponsible way the whole of the educational service so far as it relates to district inspecting officers, will be thoroughly demoralised."

The above is no doubt an extreme case, but the complaint that the boards head clerk is usurping authority is common, and the district inspecting staff chafes

in many places at a state of things which is disheartening and degrading to it. There is too good reason for fearing that the authority of deputy inspectors over the teachers, a most important matter, is being steadily undermined. The district inspecting staff resents also the way in which it has been cut off from communication with the inspecting officers of the Education Department by the framing of rules to that end. The problem of how to restore the waning popularity of the district inspecting service is a difficult one, but the first step to its solution is the appreciation of its gravity. What is wanted is to put the administration of district education and the organization of its inspection on a better footing. The proposal to grade the district inspecting staff on a provincial service has been put forward as at least a partial solution of the problem; but as that is under the consideration of Government, nothing more need here be said.

Inspections by members of District Boards.

The responsibility of inspecting the schools allotted to them appears in most cases to sit very lightly on the non-official members of District Boards, and the rule requiring them to do so is more honoured in the breach than the observance. In so far as work of this kind implies public spirit there is a very great difference in different districts. Thus, while non-official members in the Agra and Etawah districts paid 156 and 135 visits respectively, only 5 were paid in Etah. Again in Meerut the non-official members of the District Board have 192 visits to their credit, whilst in Bulandshahr they have only six, and in Muzaffarnagar none at all. It may well be doubted whether in some cases this inactivity is not a blessing in disguise, for the inspections are not always made with discretion. Thus an inspector deprecates "the praising or running down of any teacher by name" "such personal remarks," he says "are liable to be misused in promoting or degrading teachers employed by the Board, regardless of the expert reports of the inspecting staff of the district." In strong contrast with such *inertia* the official members have displayed much activity in visiting schools. Where there has been such general keenness, it is almost invidious to mention particular districts. But Meerut stands easily first with 374 visits, in Agra the number was 209 and more than 130 visits are recorded in each of three districts in Oudh. These inspections must have a most salutary effect in keeping the isolated teacher up to the mark and in checking fictitious entries, which are unfortunately by no means a thing of the past.

Village Committees.

Though village committees have been tried for several years in some districts, they have not yet shown any real vitality. One chairman says very emphatically: "The village *punchayats* have, as last year, proved to be a farce," but he is optimistic enough to add, "the Board does not deprecate the idea of allowing them to exist, as it hopes that these *punchayats* may in time by careful handling prove to be useful institutions." Another says: "The village committees have done no work worth noting but individual members have shown some local interest in the provision of suitable buildings." Their work is summed up as follows by the Inspector of Lucknow:—"As a rule School Committees do little good and show very little interest. They are always apt to become tools in the hands of some teacher or party when trouble arises and are, as often as not, a source of trouble rather than of help at such times. Taking it on the whole the village population in this part of the country shows very little interest or pride in its schools."

CHAPTER IV.

COLLEGIATE EDUCATION.

The University.

Vice-Chancellor.

The office of Vice-Chancellor was held by the Hon'ble Mr. Justice Richards K. C., throughout the year.

Registrar.

The Rev. Dr. A. H. Ewing officiated as Registrar until the return from leave of Mr. A. E. Pierpoint, B. Sc., in October 1909 and again from November when Mr. Pierpoint resigned owing to ill-health. In April 1910 Mr. M. G. V. Cole, M. A., Principal of the Khalsa College, Amritsar, was appointed permanent Registrar. The pay of the post has now been raised to Rs. 700 rising by annual increments of Rs. 50 to Rs. 1,000, towards which Government has sanctioned a monthly grant of Rs. 200 from provincial revenues.

Income and expenditure.

The financial position of the University cannot be called otherwise than precarious. There has, it is true, been an increase in fee income of some Rs. 12,000, but the total recurring expenditure has exceeded the total recurring income by nearly Rs. 4,000. This year the difference is covered by the opening balance, but unless the revenues of the University expand, insolvency is inevitable; more especially as the recurring expenditure will rise with a bound as soon as the University buildings are occupied. The latter have long been a crying need, but no less urgent is the want of a substantial endowment fund for general University purposes.

Endowments.

The following endowments though they do not increase the general financial resources of the University, inasmuch as they are bestowed for special objects, are gratefully recorded. A sum of over Rs. 75,000 has been received from the Queen Victoria Memorial Fund for founding Readerships to be known as Empress Victoria Readership. They will be tenable for three years and are intended for the promotion of research work. This is noteworthy as the first step taken here towards establishing research as a recognised University function.

Dr. Mahendra Nath Gangoli of Cawnpore has made an endowment of Rs. 1,000 for a prize of books with a parchment certificate to be given to the student who stands first in Sanskrit in the Intermediate examination.

Raja Sir Harnam Singh has given Rs. 2,000 for a gold medal to be given annually to the best B. Sc. student from the Canning College, Reid Christian or Isabella Thoburn College.

Changes in Regulations, &c.

Several additions and modifications were made in the regulations during the year. The most important were the following:—

(1) A register of students has been instituted. Under this regulation, which will come into force on July 1st, 1910, no candidate will be admitted to any examination above the Matriculation examination, unless he has been registered as a member of the University.

(2) A faculty of medicine has been created in view of the prospect of the Lucknow Medical College being opened in the near future.

(3) In order to afford facilities to female candidates to enter for the Matriculation examination, a regulation has been framed whereby a female candidate who is not a scholar of a recognised school, may be admitted by grace of the Syndicate as a private candidate.

(4) A Provident Fund for University servants has been instituted with effect from 1st January 1910.

Affiliation of colleges.

The following cases of affiliation occurred during the year under report—

(1) The Higher Grade Training College, Allahabad, was affiliated for the degree of Licentiate in Teaching.

(2) The temporary affiliation of the Hislop College, Nagpur, up to the B. Sc. standard in Biology was extended by one year up to July 1911.

(3) The Central Hindu College, Benares, has been permanently affiliated up to the B. Sc. standard in Physics and Chemistry.

Buildings.

It has long been a drawback to the University—that alone of Indian Universities—it possessed no buildings of its own. The prospect of being able ever to collect sufficient funds had appeared so remote that no genuine efforts have

hitherto been made to remove this long-felt want. But last year the matter was courageously taken in hand largely upon the initiative of the present Chancellor. A building committee was appointed to draw up a scheme and Sir Swinton Jacob was invited to prepare plans. His designs for the Senate Hall, the University Law College, and the University Library have been approved, and on the 17th January 1910 His Honour laid the foundation stone of the Senate Hall. The cost of the undertaking is estimated at about ten lakhs of rupees. Towards this the local Government has made a further grant of one lakh and the Government of the Central Provinces has promised a donation of Rs. 25,000. The personal appeal of His Honour, the Chancellor, has met with a noble response. Large sums of money have been subscribed by the nobility and gentry of the United Provinces, Central India, Rajputana and the Central Provinces, and the Registrar reports that on the 30th June 1910 the grand total of University funds, Government grants and donations, realised and promised, amounted to no less than Rs. 6,85,440-4-11. The construction of the Senate Hall is shortly to be started, and now the University is at last within measurable distance of seeing itself possessed of buildings of its own, which, judging by the plans, should be second to none in India.

Arts Colleges.

Colleges and students.

The number of students exclusive of those reading in European classes rose from 2,763 to 2,920, or by rather more than 5½ per cent., the bulk of the increase having taken place in aided colleges. Compared with the figures for 1907-08, when there was an extraordinary increase of over 500 students, these figures represent a more or less normal rate of expansion. But there are now more than twice as many college students as in 1902, and the average enrolment per college has risen from 86 to 182·5. These figures are eloquent of the difficulties which confront college authorities in endeavouring to cope with the ever-increasing tide of aspirants to a University degree. The methods adopted by colleges differ widely. A good college always attracts a large number of applicants, but having a regard for educational efficiency and the regulations of the University, refuses to admit indiscriminately students whom it can neither teach nor accommodate. Other colleges either from weakness or from mistaken aims seem to admit without demur any body who comes, fit or unfit, whether there is room or not, and regardless of the provision for instruction. In one college containing 252 students the principal blandly observes:—"116 were members of the 2nd year class, an unwieldy crowd, which it was impossible to teach properly in one class." One might have expected that such a conclusion might have been reached *a priori* without first making the experiment. The results achieved by this college at the last Intermediate examination should however make a repetition of the experiment unlikely. Similarly, the sudden leap in numbers in another college from 160 to 260 must have sorely taxed the staff and put a strain upon the machinery which it could hardly bear. Exclusion of students from colleges is often made the subject of a popular grievance, but the value of such complaints is a good deal discounted by the following remarks of the Principal of Christ Church College, Cawnpore:—"Complaints were made to the Syndicate of the University that a certain number of would-be students could not obtain admission to any college affiliated to the University. We regard 35 as a practicable number for a class, so could have received 15 additional students in the fourth year class."

Expenditure.

The total expenditure has risen to Rs. 6,33,093 provincial funds have contributed some Rs. 38,000 more, Rs. 15,000 have come from other sources and Rs. 4,000 from municipal funds. On the other hand contrary to what the rise in numbers would lead one to expect, the fee income fell by nearly Rs. 10,000. For this strange state of things I can find no explanation, unless it be the lowering of the scale of fees in aided and unaided institutions or the admission of a greater proportion of free scholars. It seems at any rate to indicate that the financial straits of which some colleges complain are not so wholly unavoidable. The average cost per scholar in all colleges was Rs. 215, of which 27 per cent. only was met from fees: and in Government aided and unaided colleges was Rs. 442, Rs. 207 and Rs. 101 respectively.

(Vide General Table IV.)

Staff.

The growth in the number of students and the wider expansion of University studies, especially on the scientific side, necessitate a continual strengthening of the staff, though this cannot be said to have kept pace with the demand. The

difficulty of findirg funds is, of course, the standirg obstacle to progress in this direction. Nevertheless, a distinct improvement has been made. What the Principal of Canning College says of his own college is applicable to all. "We have to content ourselves with doirg what we can, instead of what we would." A fourth Indian Educational Service professor has been sanctioned at Queen's College for the teachirg of philosophy. At the Muir College an assistant professorship in biology has been created and an additional demonstratorship in chemistry. At the Agra College two new professorships have been created in economics and biology respectively, the salary of the latter post being defrayed by a special Government grant. The college has also wisely opened a provident fund for the benefit of the staff. A new professor of English from America has joined the Christian College, Allahabad. But the most important developments of the year in this respect have taken place at the Canning College which has added to the staff a professor in English and a mathematical professor, a lecturer in physiology and a demonstrator in physics. A professorship of chemistry has also been created, and the incumbent is reported to be on his way out. But these additions are only an earnest of what is to be. The Principal writes :—

"When complete the staff will comprise European professors of English literature, philosophy, history, political economy, mathematics, physics, chemistry and biology ; Indian professors of Sanskrit, and Persian with Arabic; Indian assistant professors of mathematics, chemistry and English literature; Indian teachers of Arabic, Persian and Sanskrit; demonstrators in physics, chemistry and biology ; together with laboratory assistants and workshop *mistris*. This expanded scale of tuitional establishment has been rendered possible, firstly by the increase in our Government grant from Rs. 25,000 to 52,000 per annum, which we owe to the liberal views and unstinted generosity of His Honour, Sir John Prescott Hewett ; and secondly by the increase of the Taluqdar's contribution from Rs. 35,000 net, to an amount equal to the Government grant. It is well for the people of this province that their higher education, the basis of their future progress and prosperity, is so bountifully cherished by the magnificient liberality of the Taluqdars of Oudh."

Buildings.

Much has been done for the better accommodation and equipment of colleges, especially on the scientific side. The biological laboratory at the Muir College will be finished before this report is published, but unfortunately it could not be completed before the commencement of the college term. The chemical laboratory was enlarged, and a new office wing added. At Agra the long contemplated and much to be desired separation of the Agra college and collegiate school has been effected by the conversion of the school into a Government high school and its location in new and commodious buildings. The old school building is to be utilised for a biological laboratory, for which Rs. 15,000 has been set apart for alterations and equipment, while the library is to be enriched by the expenditure of Rs. 5,000 on books. St. John's College has spent Rs. 10,000 on science of all kinds, and a scheme for constructing adequate college buildings is being matured. In aid of this a member of the staff has made a generous donation of Rs 75,000. Though it is impossible, pending the realisation of this scheme, to effect a complete local separation between school and college, the former has been placed under an independent manager and is distinct as regards administration and finance. It was indeed high time that the "impasse" as the Principal euphemistically calls it, under which 250 college students, 800 boys in the collegiate school, and 450 in the five branch schools were placed under the charge of one man, should be brought to an end.

Meerut College has entered into possession of its new building, which was previously lent to Government for its high school. Science laboratories have been built at Bareilly, the Ramsay College, Almora, and St. Andrew's College, Gorakhpur, and extensions to the physics department and library at the Central Hindu College have been completed. The Reid Christian College has added four new lecture rooms for science and commerce. The main building at the Christian College, Allahabad, has been completed with the exception of the Assembly Hall. The Principal reports that the college now possesses "an adequate supply of comfortable class rooms." On the whole private enterprise not without the liberal help of Government, has done a good deal to improve the material conditions of collegiate education. It is very satisfactory to find that the smaller colleges are represented in the movement, for it is most important they should not be left behind to form a kind of second class. As the principal of one of them remarks :—"The larger colleges with their advantage in staff, buildings, fund and equipment are able to obtain the pick of the students, with the result that the

smaller colleges must do the best they can on second and third class material." But the most signal instance remains to be noticed—the transformation which the Canning College is undergoing. The old building, which it has out grown, having been purchased by Government, the college will soon be located in the new buildings in the Badshah Bagh which are reported to be "making very satisfactory progress." Of these the Principal gives the following account :—

"The hostel and its grounds have been completed at a total cost of Rs. 1,61,838. The main college building, which with furniture and laboratory fittings for chemistry and biology is estimated to cost Rs. 3,99,286 will probably be finished before the end of 1910. The separate block for physics, the estimate for which amounts to Rs. 1,06,281 is expected to be ready before the commencement of the next session. Including the following subsidiary estimate, Electric installation, Rs. 52,000; gas plant, Rs. 20,163; library, Rs. 10,000; laying out grounds, Rs. 10,000; and drinking water supply, Rs. 8,223; the total estimate of the new college and hostel amounts to Rs. 7,67,791. In addition to the above, residences have been built for the Principal and the two senior European professors at a cost of Rs. 65,000."

Hostels.

The total number of boarders has increased from 1,296 to 1,378. These figures show that the residential system is growing and it may be hoped that the college student is in consequence less migratory than he used to be. At any rate, the remark of a college principal that "the average student prefers now to spend the whole of his University course in one college" would seem to point in this direction. As already related, the Canning hostel has been completed, and at the Central Hindu College a large new hostel is in course of construction. A new Government hostel has been sanctioned at the Muir College and will satisfy a long-felt want, especially as one of the so-called Government hostels fell down without warning in the long vacation of 1909. Elsewhere, their poverty but not their will consents to the absence of increased hostel accommodation. The principals' reports show that the corporate life of the colleges, as manifested in societies, literary, scientific and the like, as well as in games, is being strengthened, and no doubt hostels have exercised a fostering influence in this direction. But they bring increased responsibility and demands, and it is well when a principal can say, as he cannot always. "The college now possesses a staff which is numerous enough to make personal influence a real factor for good in the common life, by enabling students and staff to touch at so many points. The effect is visible in many ways—in a greater outward respect for authority and college regulations, in a more general observance of formal courtesies, and in the growth of a real spirit of friendliness, mutual understanding, and *esprit de corps*."

Oriental Colleges and Classes.

(*Vide* General Table III.)

The number of institutions rose from 7 to 13 owing to the inclusion of the Dar-ul-ulum of Lucknow and five more Sanskrit pathshalas aided from provincial funds. There has been a corresponding increase of students from 769 to 1,247 including 383 in the Sanskrit College, Benares, where the numbers are again approaching their normal strength. The general state of the college is flourishing. The following interesting account by the Principal of the Sanskrit College shows that the benefaction of the Sadho Lal Trust is being put to good use. He writes :—

"Here I would also note the good progress made by the more advanced of the Sadho Lal scholars and record my thanks to Professors Norman and Randle, to whose voluntary and careful teaching this progress has been due. Special attention has been paid to Pali and German. An English version of the Pali Rasavahini by Pandit Lakshman Shastri has been accepted for publication by the Royal Asiatic Society of Great Britain. The experiment of teaching Greek has been made by Professor Randle, who is pleased with the results so far. These studies are entirely new to the young *Pandits* of our colleges. Fortunately also they are not subjects that will "pay" at any of the prescribed examinations."

At the Acharya, Madhyama and Prathama examinations, which were again held at thirteen centres, there was a very considerable increase of examinees, who numbered 1,314 as against 948 last year. These figures would seem to show that, so far from the imposition of a small fee proving a hardship, people value more what they pay for. The number of successful candidates, however, only amounted to 551, but the fall in the percentage is due to a break down in the Prathama, the results in the higher examinations being better than before.

The Dar-ul-ulum, Lucknow, is in receipt of a substantial grant from Government in aid of its secular teaching. This necessarily implies a good deal of reorganization and a great change in the aims and objects of the institution; but it is too soon as yet to express an opinion on the effects of the change. The

Chashmai-rahmat, the Mazhar-ul-ulum and the oriental department at Mirzapur are institutions of the old type. Their condition is not entirely satisfactory, probably both for lack of support and for want of a better objective to their studies. The Sanskrit pathshala as an institution for the benefit of poor students shows distinct signs of revival.

Fazil and Mulla Examinations.

Three candidates appeared for the Fazil examination and all passed, one being placed in the first division. Fifteen candidates, a larger number than usual, appeared for the Mulla examination and six passed, four being placed in the second division.

Colleges for Professional Training.

Law schools and classes.

The University School of law has continued to hold its classes in the Muir Central College as hitherto. The library, however, has been removed to the University Office, and has been given the separate allotment of Rs. 300 for the purchase of books formerly granted by Government for the Muir College law classes. The number of students has grown from 179 to 216 and the question of providing suitable class rooms and hostels for those who do not reside with parents and relations in the city is more embarrassing than ever. The post of Principal still remains vacant, the gentleman who accepted the appointment having eventually declined it. The post has accordingly again been advertised in England, meanwhile Mr. R. K. Sorabji, M. A., Barrister-at-law, has continued to officiate as principal.

(*Vide* General table III.)

The number of law classes has increased from 5 to 6, but the increase is only nominal as no returns were received last year for the law class at St. John's College, Agra. After remaining for some years in abeyance the class was reopened without intimation of the fact to the Department or to the University. The number of law students in the United Provinces rose from 342 to 424. The growth in the number and the absence of proper accommodation for the Law School have made it impossible as yet to concentrate the study of law at Allahabad. At the Muhammadan Anglo-Oriental College, Aligarh, a post of assistant professor of law has been created "to meet the needs of the time." In the final LL. B. examination 91 candidates passed out of 128 and in the previous LL. B. examination 129 passed out of 237. Since 1908 the number of candidates has grown from 185 to 261.

The Law School again achieved very good results, passing 59 out of 78 in the previous and 42 out of 59 in the final LL. B examination.

Thomason Civil Engineering College, Roorkee.

Buildings.

"All the buildings", writes the Principal, "sanctioned under the expansion scheme are now completed and in working order. On the 27th October 1909, His Honour the Lieutenant-Governor Sir John Hewett visited the college and officially opened the new laboratories, photo-mechanical department buildings, electric light and power installation and European engineer class quarters." The various buildings for the technical institute have not yet been begun, but estimates are in hand and money has been provided in the budget. The site near Malikpur acquired last year for staff residences has been levelled.

General progress.

No changes have taken place in the Engineering side of the college, the courses and time tables being considered satisfactory. The technical class, however, has been abolished after a short life of three years. Its place has been taken, in accordance with the recommendations of the Industrial Conference, by a department of technology, with a view to making the college a high grade and research institution. The standard required for admission is the same as for the Engineering class. So far no candidates have come forward. The cotton section has worked satisfactorily. The machinery is in full working order, alterations have been made in the shops, and a temporary instructor in cotton spinning has been appointed. The revived College Council and Board of Studies have again rendered great assistance in the organisation of the college work.

The number of students at the beginning of the year was 544, or 15 less than last year. There is no change in the proportion of Europeans, Hindus and Muhammadans, but the Principal notes that the number of European students

who appeared at the entrance examination has fallen from an average of over 20 to 21. Outdoor sports of all sorts have, as usual, been generally popular, and keenly practised. The Volunteer Company was commended at its inspection, and, appropriately, part of its annual training was devoted to instruction in military bridging.

CHAPTER V.

SECONDARY EDUCATION.

Schools and scholars.

The total number of secondary schools for Indian boys is greater by two than last year, *viz.*, 530. Anglo-vernacular high schools have increased from 94 to 99 by the opening of high sections in the Cantonment Anglo-Vernacular School, Meerut, the Nanak Chand Anglo-Sanskrit School, Meerut, the Shiam Sunder Memorial School, Chandausi, the Gorakhpur High School, and the Srinagar School. The number of English middle schools has in consequence fallen from 70 to 66. There is a net increase of one in the number of vernacular middle schools. The disappearance of two unaided schools is balanced by two new district board schools, and a new aided school has been opened. The increase of pupils in the high schools is very much greater than it was last year, being 3,412, as against a little over 2,000. This is due, no doubt, in part to the conversion of middle schools into high schools; but the fact that sixty-six middle schools contain 506 more pupils than last year were contained in seventy illustrates the magnitude of the influx of pupils into anglo-vernacular schools. The numbers now amount to close upon 40,000, with 5,697, or 1,034 more than last year, in the high section. In vernacular middle schools the number has risen but slowly by 2,439 to 44,391, probably because the enrolment has ceased to be apparently affected by the separation of lower primary classes, a process which has almost been completed.

(Vide General table III).

Expenditure. Anglo-vernacular schools.

The expenditure on anglo-vernacular schools has grown by Rs. 1,30,961 to Rs. 13,20,389. The average cost per scholar was Rs. 34·7 and the amount paid by him in fees was Rs. 14·2.

Vernacular middle schools. (Vide General table IV)

The expenditure of vernacular middle schools rose by Rs. 5,521 to Rs. 4,10,290. The cost of a scholar's education and the amount paid by him in fees are Rs. 9·5 and Rs. 2·3 respectively.

The total expenditure on scholarships fell from Rs. 98,050 to Rs. 95,427, but there was an increase of nearly Rs. 8,000 spent on this object from district funds.

Matriculation examination.

The number of candidates for the Matriculation examination from these provinces has increased by more than 250. Leaving out of account 18 candidates from girls' schools, the total number amounted to 2,422. The results were worse than they have been for several years, for only 685 or 28 per cent. passed. Only 11 were placed in the first division, and considerably more than half the number were relegated to the third. The best results were obtained by State schools, which however passed only 33 per cent.: while aided schools passed 25 and unaided schools 24 per cent. Thus the normal gradation of merit has been maintained. Private candidates were more numerous, being 64 in number, but only three passed. There has, therefore, been a greater *débacle* than usual, and the heavy list of failures has led to much complaint of the vagaries of examiners and the want of uniformity of standard from year to year. English, as usual, claimed a high percentage of victims, but in history and geography the results were almost equally disastrous. It certainly cannot be regarded as satisfactory that 72 per cent. of the candidates should fail in what is, after all, the final test of their work at school; but the tendency to place all the blame upon any one but the candidate himself is hardly reasonable. There are in all examinations certain causes constantly operating. As regards the students a "lean" year sometimes alternates with a 'fat' one: and 1910 may have been unusually lean. Again, though there is no absolute uniformity in human affairs and the standard of examiners is subject to variation it is seldom likely to fluctuate much, because examiners neutralise one another. But there are causes which actuate specially in India, and which are well known. Warnings uttered against recklessly promoting scholars too often pass unheeded; but if admissions to the high section are made to please the parent and without due regard to the scholar's fitness for promotion, catastrophe is inevitable when the ordeal of a public examination has to be faced. Then there is the difficulty of teaching classes swollen by heedless admissions to undue proportions. But there was this year a new cause as well. Not a few boys went up for the Matriculation after they had sat for the School Leaving Certificate examination. Such boys must have been inadequately prepared; for a scholar cannot study properly for two examinations simultaneously.

The practice is a bad one and apparently did not pay; at any rate in one school it has been noticed that no boy who failed in the School Leaving examination passed in the Matriculation. It is, moreover, quite unnecessary to resort to these desperate measures, for the Matriculation confers no advantages which are not equally gained by the School Leaving Certificate. Concentration upon a single object is generally a secret of success. If students will only adopt the rational course of applying themselves to preparation for one examination or the other instead of dissipating their energies upon both, and if schools will realize the unsoundness of encouraging them to 'hedge' in this manner, we shall probably hear less in future of the mercilessness of examiners and of the uncertainties of examinations.

School Leaving Certificate examination.

The first examination for the School Leaving Certificate was held during the year. Sixteen schools sent up 325 candidates, of whom 137 passed, 19 being placed in the first division and the rest in the second, while 38 gained distinctions. The percentage of successful candidates was 42. A separate report has been printed giving full details and copious extracts from the reports of examiners. The general effect has been to throw a search-light on the state of our schools, to raise the methods and ideals of education, and to make for more thorough and regular work on the part of both teacher and student. The difficulties of making a beginning are proverbial, and in the case of the School Leaving Certificate owing to a variety of circumstances they have been considerable. But for the ultimate success of the system it is important that the privilege of recognition should not be granted or the area of the examination widened too rapidly. The necessary machinery for its proper organization cannot be extemporized, but must be built up gradually in the light of experience. Meanwhile the number of schools recognized has grown to 39, including several to which the privilege of recognition was granted with reluctance, but to which in the circumstances it could not be refused. While upon the subject I wish to bring specially to the notice of Government the work of the Assistant Director in organizing and carrying through this, the first examination held for the School Leaving Certificate. As Registrar Mr. Burrell met all his difficulties—and they were many—with complete success, and by ingenuity, patience and foresight achieved a veritable triumph in smooth and satisfactory working.

High School Scholarship examination.

The competition for the High School Scholarships has been a trifle keener this year, the number of candidates having risen from 401 to 484 inclusive of 42 candidates for special scholarships given by the Native States. There are still less than four candidates for each of the scholarships awarded, and it would appear therefore either that the system of coaching a few boys for a good result is still in vogue or that there is a very thin layer of intellectual cream. It is, however, satisfactory to learn that work done in the examination reached an appreciably higher level than last year, though it is always difficult to judge whether such differences are due to the superiority of the pupils, or to leniency on the part of the examiners. But whatever the explanation may be, the first Government scholar gained 76 per cent. of the maximum marks and the last 58 per cent., while quite a large proportion gained over 50 per cent. But there were discreditable exceptions. The Registrar writes:—"Some schools did very badly—so badly that every boy failed in every subject. It is difficult to understand how any headmaster can so utterly fail to gauge the knowledge of his boys as to allow them to appear when they are utterly unfit, and, of course, utterly unfit for class VIII. There is one case in which a boy's aggregate is only 70 out of 450 and there are other cases below 100."

Vernacular Final examination.

The number of candidates from these provinces shows a considerable increase of 16 per cent. from 6,702 to 7,808. The percentage of passes, always high in this examination, rose from 69·8 to 73. State schools have more than maintained their traditional superiority, while aided schools have fallen back and private candidates are about the same. There has been a gratifying increase in the number of female candidates from 15 to 38, of whom 18, quite a creditable proportion, passed. There has been a slight diminution in the number of candidates who took up drawing, but quality has made up for loss of quantity, as the improvement in the work has been appreciable. The effects of better teaching, therefore, are already beginning to tell. The conduct of the examination was generally satisfactory, but the Registrar reports a few cases where irregularities occurred owing to the negligence of the superintendents in reading and carrying

out the simple instructions issued to them. Persons placed in this responsible position might be expected to take their duties more seriously. Fortunately no evil consequences resulted. At one of the centres, however, the ruin of an innocent candidate was almost accomplished by the rascality of certain teachers employed as invigilators. The incident shows how necessary it is to choose with care those who are employed to watch the candidates during examinations and how sleepless must be the vigilance of superintendents.

The Registrar has much to say of the work of candidates, which, if space permitted, would be worth quoting. Preparation is more conscientious than intelligent, and the glimpses which candidates afford of their real outlook on life as distinct from what they have learnt for examination purposes give rise to disquieting reflections upon the methods of instruction. Such an answer in physical geography as "when the cow shakes her horns on which the earth rests, tides are caused" is a chink through which a wide prospect of ignorance and superstition may be seen.

Teachers in anglo-vernacular schools.

The difficulties connected with the supply of teachers in anglo-vernacular schools form a somewhat stale and tiresome topic, but it is once more necessary to draw attention to them and emphasize the obvious. The view held at the Naini Tal Conference on secondary education was that what the department needed was a fair proportion of the best graduates and the services of trained men. How far this is from realization a few figures will show. In Meerut division there are 43 trained teachers in all. In the Lucknow division out of 355 teachers 38 only are trained. In Agra division out of 125 teachers in district and Government schools only 27 are trained, and of these not more than 17 are graduates. In the aided schools of the same division there was one trained teacher in 183. There were, it is true, 23 graduates, but 11 of them were concentrated in one school, which was conveniently situated for the study of the law. In Rohilkhand, trained teachers form 28 per cent. of the total number in State schools, and 8 per cent in aided. Other divisions are, if anything, rather worse off. These figures tell their own tale and need no comment, but they may help to explain the difficulties under which the Education Department labours in its struggle to secure efficiency. The following figures illustrate the same unsatisfactory conditions from another aspect. One Inspector thus classifies the teachers of English to classes III, IV and V in 15 schools under his control—two graduates, five intermediate passed men, 35 Matriculates and nine without any academic qualifications whatever. Is it to be wondered at that complaints are general that the anglo-vernacular product is weak in English? But not only is the quality of the teaching staff not what it should be, but the quantity also is insufficient Last year it was an exceedingly difficult problem to provide teachers for all the vacancies, and it was necessary to fall back in many cases on temporary men. Something was done to relieve the situation by the revision of the establishment in three Government high schools and by the provision here and there of additional posts in district high schools. What is wanted is a general regrading. The difficulty of the problem is accentuated by the embarrassing popularity of anglo-vernacular education, the widening of the curriculum, the greater specialization of teaching, and the higher conceptions of efficiency. Schemes for amelioration have long been under the consideration of Government, and it is earnestly to be hoped that in the interests of education generally and of the efficient administration of the department, they may be speedily sanctioned. Brighter prospects would not only put heart into existing teachers, but attract a better class of recruit.

Teachers in vernacular secondary schools.

There is much greater approach to equilibrium in supply and demand in regard to teachers in vernacular secondary schools, as the following figures show. In Meerut division out of 255 there are 246 teachers, who have been trained either in the old or the new type of normal schools. In Rohilkhand the corresponding figures are 320 and 276. Similarly in the Lucknow division nearly all are trained and the output of the normal school is said to be in excess of requirements, so that the surplus goes to anglo-vernacular and upper primary schools. In Kumaun the Inspector thinks that the improvement in numbers and quality, has produced a marked effect on the teaching methods and examination results. "Taking them on the whole," writes the Inspector of Lucknow, "the staffs of these schools are wonderfully homogenous and very uniform in their methods and results." This remark is true, and there can be no doubt that a great deal of solid work is done.

It is therefore a pity that in several districts, owing to lack of funds it has not been possible as yet to raise the pay of either head masters or assistants quite to the minimum standard prescribed by Government. But it may be hoped that under the new contracts these deficiencies will soon be put right.

Buildings.

Anglo-vernacular schools.

The year just ended has been marked by unusual activity in the matter of school buildings. Almost every division has something fresh to show in the way of either new buildings or extensions, and the department has every reason to be satisfied with what has been accomplished compared with the usual rate of progress. New school buildings on the standard plan were under construction at Meerut and Agra and have since been occupied. These buildings are a great advance on anything which has previously been designed, and considering their size and completeness in every detail are comparatively inexpensive. The adoption of a standard design has saved the expenditure of much time and labour and has enabled the work to be finished with unusual rapidity. The new building for the District School, Basti is almost complete, and the Hewett School at Rae Bareli is rising very fast and will be ready for use before the close of the current year. The Nanak Chand Anglo-Sanskrit School, Meerut, commenced in the previous year has been finished and is a credit to the management. Mention has been made in chapter I of the Shyam Sunder Memorial High School. Its handsome and capacious hostel is completed, extra class-rooms are being added to the school building and a science block will soon be ready. The whole will constitute when finished a noble pile of buildings worthy of the splendid generosity of the founder. A site has been obtained for the District School, Shahjahanpur, and the erection of fitting buildings is at last in sight in place of those so long condemned. There is also a long list of extensions for new class rooms, &c., both at State and aided schools. The enterprise of the latter, assisted though it is by Government grants, in their attempt to adapt themselves to growing needs is very commendable. The list of new buildings and additions that are still wanted is a very long one. Perhaps the most urgently needed of them all, is the long projected building for the Muhammadan Anglo-Oriental Collegiate School, Aligarh. A grant of Rs. 20,000 was given to the trustees by Government for this purpose so long ago as 1906 and bricks were actually collected for the work; but the trustees are so intent on other schemes that they have had no time to spare for this enterprise, which now seems further off than ever. Even the pile of bricks has disappeared. Yet the state of over-crowding and the unsuitability of the accommodation has called forth strong protests year after year and is certainly hampering the progress of the school and must therefore be reacting on the college.

The needs of science have received special attention. New science blocks have been built for three district schools and are under construction at several more. The excellent accommodation provided for science at the King Edward Coronation School, Khurja, deserves in this connection special mention. It will take a long time before the school accommodation in the provinces can be pronounced adequate and suitable, but if the record of this year can be kept up, there will clearly be no reason to complain.

Vernacular schools.

Progress has been less satisfactory in improving the accommodation in vernacular middle schools. Though the enrolment has increased, the number of schools has hardly altered. The schools, which for sometime past have been over-crowded, are therefore, speaking generally, more over-crowded than ever. Something has of course been done to remedy this state of things, and new buildings and extensions are made as opportunity offers. But progress has been slow, simply because the boards have been hampered by want of funds. The matter, however, has not been lost sight of, and at the end of the 13 years' building programme which it is understood the boards are to carry out under what is known as the Way-Aikman scheme, there should be a very different tale to tell of vernacular middle school buildings.

HOSTELS.

English schools.

The provision of accommodation for boarders continues to be very inadequate, and it can hardly be said to keep pace with the demands made upon it by the influx of new pupils. This is illustrated by a comparison of the state of things this year with that of last year in the Rohilkhand division. In 1909, there were

16 anglo-vernacular schools, with nine hostels containing 410 boys; in 1910 there were 19 schools with 10 hostels and 489 boys. Hostels have been built during the year in connection with the two new Government high schools at Meerut and Agra; another, called the Hewett boarding house, has been built at Khurja; and an immense building, capable, it is said, of accommodating 200 boarders, has been attached to the new Chandausi high school. But in Meerut division alone is the accommodation said to be fairly satisfactory. Elsewhere new hostels or large extensions are required. It is for instance inadequate at Moradabad and Pilibhit; in Gorakhpur no school has a suitable hostel; in the Allahabad division the hostels of at least three State schools are not up to requirements, and all but two aided schools have none at all. But it would be tedious to go into further details. Sufficient has been said to show that the need is as insistent as ever.

Vernacular schools.

The subject of hostels for vernacular schools has attracted much attention from the boards. It is scarcely necessary to emphasize the generally unsatisfactory nature of the accommodation provided, for this is now recognized by nearly everybody. Things are no doubt better than they were a few years ago. The Inspector of Kumaun, for instance, thinks the accommodation there on the whole fairly good and very much better than it was three or four years ago. The latter half of the statement is applicable to other parts of the country, but the first is not. The trouble is that so many hostels are located in hired buildings, and hired houses are generally very unsatisfactory. They are often in bad repair, badly lit, badly ventilated, and situated in unhealthy and unsuitable surroundings. The problem, therefore, is to replace them with better buildings either at the public expense or by private benefaction. It is not necessary that they should be expensive or pretentious, only that they should be substantial, sanitary and adequate. To achieve this end is a matter of time, and accordingly, just as in the case of school houses, the programme of operations is here again to extend over thirteen years. But while the boards have thus defined their responsibilities they have realized that it is no business of theirs to provide eleemosynary institutions for a particular section of the boys attending the school. A review of recurring receipts and expenditure shows that the latter is out of all proportion to the former, amounting in some cases to five and even seven times as much. Many boards have accordingly raised the fees for boarders or cut down the expenditure with a view to making hostels more self-supporting. Different methods have been resorted to in different districts. Thus the Moradabad board "decided for the present at any rate not to increase the fees (the tuition fees having been raised) but to do away with cooks and *kahars*, those boys who required them paying for them and those who wish to enconomize doing without." In Rae Bareli the allowances to the superintendents were stopped. In Budaun the establishment was maintained and the fees raised, because it was felt that "adequate arrangements should be made." As the matter will come under the consideration of boards, which have not already taken action, the views of Mr. Pearson are worth quoting. "In any case cooks and menial servants should I think be provided, I confess that the opposite principle, which some boards, I believe, adopt of keeping down fees and reducing expenditure on servants appears to me most unwise." Experience will no doubt decide which is the better expedient, but there can be no doubt that the boards have done wisely in thus trying to increase their limited resources. The cost of vernacular secondary education to the recipient, as the proportion paid by him in tuition fees already shows, is extremely small. It seems only reasonable to make a small charge for lodging and conveniences.

CHAPTER VI.

Primary Education.

Schools and scholars (*Vide* general table III.)

The total number of primary schools for boys of a public character has again fallen and now amounts to 9,267. Excluding schools for Europeans and those maintained by Native States, the figures for the last two years are 9,585 and 9,255 respectively. That is to say there are 330 fewer schools and there has been a corresponding decrease in the enrolment on March 31st from 4,61,220 to 443,220. Among those who are content to judge the progress of education by the counting of heads and by a rather deceptive standard of literacy, these figures will no doubt excite a feeling of pessimism, and cause them to believe that a retrograde movement has set in. Those, however, who care to look deeper and study the actual facts will find no reason for despair, but on the contrary a promise of a better and healthier state of things. Previous to the last two years, and partly in consequence of the stimulus of the imperial grant of six lakhs to primary education, there was—to use a convenient expression—a period of 'extension,' during which all efforts were concentrated on increasing the number of schools and swelling the enrolment. The result was that schools were sometimes opened on too easy terms and without due regard to the areas which they would serve. There was, in fact, a good deal of educational jerry-building, the result of which is no more lasting, or satisfactory than it is in bricks and mortar. This has been followed by a period of 'intension,' during which local educational authorities have had to revise some of their hasty conclusions and to apply certain obvious tests to their work to decide whether it should be allowed to stand. In the process of consolidation much that seemed fruitful at first has been found to be barren and has been pruned away. It is well known that some boards in their inordinate desire to multiply scholars indulged in reckless expenditure. The inevitable result was impending bankruptcy, and ever since by a policy of retrenchment they have been seeking to restore financial equilibrium. But nearly all boards have found it necessary to make a careful review of their resources and to cut down unprofitable expenditure, and there has been a fairly general process of weeding out of schools, which on a close examination were found to be serving no very useful purpose. It is, of course, a painful and humiliating process, but the really regrettable thing is not their abolition but the fact they were ever opened. The villagers probably do not understand the reasons for their being closed and a wrong impression may be current as to the motive. But at any rate, no reasonable person can complain because district boards are now intent upon the business-like policy of seeing that they get full value for their money.

Another reason for the falling off in scholars is that stricter and better administration has operated to reduce the enrolment. Fictitious entries in the registers have been expunged with keener vigilance, and habitual absentees have been struck off with greater punctuality. But there have been special contributory causes also in some districts. Thus Gorakhpur and Azamgarh have suffered very severely from plague, which in the latter district, as the Chairman reports, "closed many schools, threw all attendance records into confusion and reduced the enrolment." The Chairman of Moradabad suggests another cause. "Education", he says, "appears to be losing favour in villages owing probably to the high wages now earned and the consequent temptation to put boys to work." This, if correct, is an unprecedented result of prosperity, but I do not myself much believe in it. Another cause that may have had some influence is the enhancement or the imposition of fees where they did not exist.

It must not however be supposed that the decline has been uniform throughout the province. For, in Kumaun, the numbers are stationary, in Allahabad there was an increase of over 1,500 scholars, in Fyzabad of nearly 2,000, and in Agra of nearly 3 per cent. It is important to note that the sudden shrinkage in the Benares division, where the previous expansion had been equally rapid, accounts for about two-thirds of the total decline. There is also another point which deserves consideration. The average attendance

has distinctly improved. In the Meerut division, for instance, the average attendance rose from 71·3 to 77 per cent. This is explained by the stricter supervision and the removal of fictitious entries, already alluded to, and in one district, if not more, where fees have been raised or imposed for the first time, by the natural desire of the parent to get his money's value, the payment of a small fee having increased his interest in his child's education

Expenditure.

The total direct expenditure on schools for Indian boys has decreased by only Rs. 32,625, and now stands at Rs. 15,19,925. This means that a larger amount has been spent proportionately on each school, which is evidently due to the payment of better salaries, and the employment of more masters relatively to the number of pupils. The total expenditure during the year under report on primary education for boys in primary and secondary schools has fallen from Rs. 20,54,000 to 20,51,000.

Examinations.

There is a general consensus of opinion that examinations in primary schools have been held in a much more satisfactory manner. Complaints had become general that teachers were making promotions too leniently and that the check examinations of inspecting officers were held too late to be of any real use. In fact the teachers had acquired more power than they were fit to exercise, and the temptations to partiality, favouritism and even bribery, were often greater than they could resist. Moreover, in many schools, especially aided ones, the teachers were obviously incompetent to discriminate merit. By a change in the rules, which has been accepted and approved by the district boards, the district inspectors have been enabled to hold the check examinations within a few days of the teachers' promotion examinations. There have in consequence been fewer promotions of the unfit, and the village teacher who wished to do his work honestly and fairly has been able to shelter himself from criticism behind the impartial opinion of the inspecting officer. Though apparently a small matter this modest reform will have important results upon the teaching. The number of candidates in the upper primary examination was 24,749 and of these 18,662 passed. These figures exceed those of last year and therefore afford clear and satisfactory evidence of a greater proportion of scholars passing through the full course of elementary education.

Upper and lower primary stages.

The education given in the lower primary stage is generally so elementary, so imperfectly imparted (for the tendency has been to place these classes under the least competent teachers) and lasts such a short time that it is generally considered to have no lasting effect, if the scholars proceed no further. In one report it is remarked, that the only accomplishment, which remains at the end of a few years, is the ability to sign one's name and that with difficulty. It is therefore interesting to enquire whether the proportion of boys, who continue their studies above this stage, increases as the years go on. It is gratifying to find that this is the case. Though the number of upper primary schools is not an infallible sign of a larger percentage of upper primary scholars, it does seem to indicate an increased demand for instruction up to this standard. We learn that in Agra amongst district board schools upper primary schools are as numerous as lower primary, and in Muttra more numerous, whilst in the Gorakhpur division the numbers for the two stages are respectively 223 and 218. What brings down the proportion of upper primary scholars to the whole number is the fact that almost all the aided schools are lower primary schools. Nevertheless the proportion of scholars in the higher stage is rising. Thus in Rohilkhand the proportion has risen from one-eleventh to one-tenth and in the Lucknow division it has risen from less than one-thirteenth to one-twelfth. One reason alleged for the enormous preponderance of pupils in the lower primary stages, in which there is probably a good deal of truth, is that small children are sent to school to be kept out of mischief, so long as they are too young to be of use at home, but that they are withdrawn when they are old enough to look after themselves and help their parents or perhaps earn wages. This "indifference to literary attainments" on the part of cultivators is characteristic everywhere, but is far more intelligible in India than elsewhere; because amongst the poorer classes mere literacy and 'schooling'—with which education is often falsely identified—are the least important qualifications for earning a livelihood. There is indeed little doubt that the spread of education is as much, if not more, hindered by economic causes of this kind as by any other cause. The figures for the province are 50,191 and 3,93,218 in the upper and lower stages respectively, so that the proportion of the former to the latter is rather more than one to eight.

Supply of teachers.

In district board schools improvement has taken place both in the quality and the quantity of the teachers. The progress is a very gradual one, but steadily and surely the uncertificated or poorly qualified teacher is being eliminated and his place is being taken either by a trained man or one who has passed a higher examination. Some of the Inspectors complain that trained men still form but a sprinkling amongst the whole number, but the production of a sufficient supply must take time, and the general state of things is very much better than it was a few years ago. The figures supplied in some of the reports amply support the complaint. In Kumaun only 99 out of 437 teachers are trained, but of the rest 245 have passed the Vernacular Final. In the Meerut division there has been a decrease of those who have only passed the latter examination or hold no certificates of any kind, and this has been balanced by an increase of 43 men trained in the district training classes. In Rohilkhand there were 1,087 teachers in district board schools, a total which was made up of 414 trained in the new or old normal schools, 607 who have passed the Vernacular Final examination, and 66 holding only upper primary certificates or none at all. The last class therefore constitutes only 6 per cent. of the whole. With this improvement in the living agent, the standard of teaching, has improved, where inspection has been thorough and control well maintained. "Taken all round," writes the Inspector of Kumaun, "the teaching in elementary school seems to have decidedly improved, and a higher standard of intelligence has been reached although in several of the more remote schools, the improvement has not been appreciable, in consequence, it is suggested, of relatively infrequent inspections by district inspecting officers." Another Inspector cautiously opines that "the quality of the work is steadily but slowly improving; but there is a strong need for keeping a careful watch over these teachers to prevent them from playing truant and neglecting their work, as the majority of them are apt to do, when they have no fear of a visit from an inspecting officer." Another holds that work is good when the teacher is trained, but it is retarded by the inadequacy of the rewards and punishments awarded and by the weakening of the deputy inspector's control. On the whole the general conclusion seems to be that the outlook is somewhat better, but that there is a good deal of human nature in the elementary school teacher, and that he, like plenty of other people, needs keeping up to the mark. The fact is, his misdemeanours are just those which might be looked for in men whose pay is not equal to their responsibility. He has little compunction in deceiving an employer who gives him less than a living wage. But the most hopeful sign is the unanimous recognition by the boards of the need of improving the pay and prospects of their teachers, and their universal regret that for want of funds they are unable to do as much as they would. In comparison with the staff of board schools aided schools present a very unsatisfactory state of things. They seem to constitute a dumping ground for the incompetent. Here are a few figures in illustration. In the aided schools of the Meerut division 185 teachers are uncertificated and 126 have only passed the Upper Primary examination, while in Rohilkhand only 54 out of 368 do not belong to either of these classes.

By the method of striking averages the proportion of teachers to pupils in some parts at least is not low. Thus in Lucknow division the average number of scholars to one teacher is 29, and in no district of the Meerut division does it exceed 31. But this figure, it is added, "is deceptive and does not show the inequalities in age or attainments of the boys nor does it show the inequality of distribution in the various schools. Other divisions seem to be less fortunate for we hear of cases where a class of 70 or 80 boys "are managed," as it is euphemistically expressed, by a single teacher, and the Boards' reports generally testify to the need of a more numerous staff. Sometimes teaching energy is badly economized, generally at the expense of the infant classes. "It is not uncommon," writes an Inspector, "to find a young lad in charge of from 40 to 50 of the most helpless infants. One has only to see these infants left to themselves, as they generally are for long periods together, to copy letters from a small print primer on a heavy, unruled, bad-surfaced *takhti* with little or no help from the teacher, to realize how little skill there is and how little individual attention."

School building

The same lack of funds that has frustrated the desire of the boards to employ more and better paid teachers has also retarded building operations. But they have done what they could and, looked at in the aggregate there has clearly been

improvement in the matter of primary school buildings. To take a few examples: in Meerut district four new schools were constructed, extensive additions and alterations were carried out in six and 100 were repaired; in Kumaun 17 new buildings are reported, in Ballia 12. But what has been done is as nothing to what remains to be done, and the general accounts of buildings are practically repetitions of statements made in former years. Only in Hamirpur do the buildings appear to be really good all round and to afford good accommodation. Elsewhere we hear that a district is 'badly off in buildings,' or 'buildings are badly lit or badly ventilated,' or 'all the present buildings are *kacheha*, 29 are still held in mere huts.' Progress lies in the gradual substitution of State buildings for hired or borrowed buildings. These latter have frequently the nastiness usually associated with cheapness and some are lent reluctantly. A good instance is the use of *chaupals*, about which the Chairman of Meerut writes:—"The disadvantage of using these *chaupals* is that the residents continue to utilize them for the abode of their wedding parties &c.; when the schoolmasters and boys are shifted to some thatched enclosure which in most cases is meant for the shelter of cattle." The figures for Rohilkhand where the school houses of 196 out of 388 District Board schools came under this category, give a good illustration of the extent to which hired and borrowed buildings are used. The process of amelioration will be slow, for it is stated that Meerut which has the reputation of being a "rich board," can only afford to build three new schools a year. As the years roll on, however, substantial improvement should be made, since each board is now required to frame a thirteen-year programme for school buildings. It is almost needless to say that aided schools are much worse off. It is well known that, as one Chairman says, "they have no adequate buildings or appliances." Another report states that the case of aided schools, with which it significantly classes Municipal schools in point of inefficiency "is still deplorable. Few of these schools have any building worth the name, being often mere verandahs or cattle sheds."

Aided schools.

It has been a bad year for aided schools, and their reputation as educational institutions, which has never been very high, has suffered severely in the process of weeding out to which they have been exposed. But an institution must be judged by the good in it as well as by the bad; and, because it has failed under bad administration, that is no reason for abolishing it, but rather for putting the administration on a better footing. From all accounts most boards seem to have bought their experience and are not likely to repeat the experiment of providing wholesale a number of *fainéant* schools. In future they will probably be more careful to see that an aided school has some other resource besides the grant; that the manager is not a mere *nominis umbra* but does something to justify his appellation; and that there is some genuine popular interest behind the school. Moreover, it hardly seems right, as some boards have done, to use aided schools as trial schools to be converted into district board schools, if they succeed, or if they fail, to be closed and tried again somewhere else. The object of aided schools is to relieve and supplement public agency, not to be a kind of 'test work' to gauge local demand. It is quite clear that, as an Inspector writes, "The bottom fact of the situation would seem to be inability of boards to supply adequately the educational needs of their districts out of public funds." Hence it is obviously necessary to adopt other expedients. The aided school is one of them, and facts show that it can be a success if properly worked. An Inspector says that they sometimes do good work and some can give points to board schools, and Mr. Pearson is again their champion. "The aided system is therefore clearly much cheaper and our chief efforts have to be devoted to making it efficient," he says, and he mentions a part of his district, where there are 12 aided schools which have been in existence for over four years and five or six which have flourished for seven or eight years. "These schools," he writes, "cannot therefore be called ephemeral and their managers are now beginning to realize that they must be considered permanent features of village life, and not mere stepping stones to board schools. The aided school is in fact growing in popularity and we get numerous applications for grants and very few for their conversion into board schools." All managers of course cannot be expected to rise to the level of the conduct thus described:—

"As an example the school at Jagrajpur in the Fatehabad tahsil of Agra, may be mentioned. The *zamindar* manager of this school has not only provided a neat and commodious house for the use of the school and the teacher, but has also supplied plenty of furniture and apparatus at his own cost and has moreover voluntarily undertaken to keep the attendance

permanently at a respectable figure. Such enthusiasm is highly commendable, and what makes his action particularly meritorious is that he has no son or other relation reading in the school."

But several instances of public spirit in the way of providing buildings have been reported and in any case a greater effort might be made to make them in Mr. Pearson's words "a permanent feature of village life."

Lucknow Municipal schools.

A new departure in the management of primary school took place during the year. As a rule municipal administration of schools has been the reverse of successful, and it is therefore common for the smaller municipalities to contribute 5 per cent. of their income to the district board, which, as possessing the necessary machinery, is entrusted with control. This arrangement usually works well. In some of the larger cities a dual system of management was established, through a joint sub-committee of the two boards, so that the municipality might have a voice in the spending of its money. But the system proved unsatisfactory, for divided responsibility means usually neglect by both parties concerned, and it has been abolished. Under the new arrangements the district board are responsible for the schools outside the city, and the municipal board is entrusted with the maintenance and control of the schools inside municipal limits. This seems a fair division of labour and the experiment will be watched with interest.

Rural and urban schools.

As stated in previous reports, there is practically no difference between the nature of instruction given to village and town-bred boys. But some dissatisfaction at this was expressed during the year under report and it was decided to appoint a special committee under the orders of government to go fully into the question of rural education. Nothing further need meanwhile be said on this score; but in this connection the following account culled from one of the inspection reports of a day in a village school, may prove of interest :—

"Sometime ago an attempt was made to limit the time-table of village schools to a single meeting of three hours in the hope that this would permit the children of cultivators or labourers to help their parents at home or in the fields. But this measure proved unpopular and the four hours' time-table at present in vogue was, therefore, introduced. As a matter of fact, the village school master has, as a rule, no use for a time-table. He has no clock, and if he had the conditions of his work do not permit of the observance of a regular time-table. In the larger villages more regularity is possible and is observed, but in the mass of smaller villages the school remains open all day, and this is done in deference to popular opinion. The boys from the village in which the school is situated come early in the morning from 7 a. m. onwards and those from villages at a distance drop in later by twos and threes between 8 and 9 a. m. Their first business is to prepare their *takhties*, and then they proceed in a leisurely way with their work till 11 a. m. or a little later, when school is suspended. The boys who live near go to their homes, the others remain in school and take their food which is usually parched grain. They all reassemble about 2 p. m. for a second meeting which lasts till nearly sunset, when the boys go home. Small boys often finish their work before the older boys but they wait in school for the older boys, so that they may all go home together, affording one another mutual protection. Many attempts have been made by Chairmen and Deputy Inspectors to improve upon this arrangement and to enforce shorter hours or make half-time schools, but the villager finds no advantage in such arrangements and will have none of them."

This account is probably typical, though according to another report "in schools in which the enrolment is large and the accommodation limited different lots of boys do attend the morning and afternoon meetings; boys, however, who come from neighbouring villages stay the whole day."

CHAPTER VII.

Training schools for teachers.

(1) Training institutions for teachers in European Schools.

(a) For Masters.

Four students were again sent to the Training Class at Sanawar with the stipends allotted to this province and two other candidates for whom room was found later were admitted with additional stipends by special sanction. The class supplies a felt want, and the training given there is appreciated by the schools of these parts.

(b) For Mistresses.

Training classes were maintained at all Saints' College, Naini Tal, and at Woodstock College, Mussooree, nine candidates from the former and four from the latter appearing respectively for the examination held by the Inspector of European Schools and the Principal, Higher Grade Training College, Allahabad. Three candidates, all sent up from All Saints' College, passed in the first division, and the rest passed in the second division. The report of the examiners showed that much earnest work had been done, but not entirely with profit. Undue attention appears to have been paid to the assimilation of pedagogical text-books at the cost of independent thinking, notes of lessons were elaborated beyond the limit of usefulness, and the need of supplementing the frequently meagre and superficial knowledge of the student had been indequately recognised.

(2) Training institutions for masters for native schools.

(a) For teachers in anglo-vernacular schools.

(1) Higher Grade Training College.

The number of students who completed the course was 26, consisting of 25 B.A.'s and one M.A., and all were stipendiaries. Twenty-two qualified for the L.T., seven being placed in the first division. The college was not full, but that is not unconnected with the still surviving prejudice against the teaching profession. Nevertheless the college has made a good start and the experience of the first year of its existence seems to justify the qualified optimism of the Principal, "The first year's work has encouraged me to think that if we persevere, we shall succeed in making the L. T. Degree stand for a teacher who is interested in his work, has knowledge of its detail, and has skill in doing it. We do not get the best graduates, but if we always get men like last year's batch, we shall not be dissatisfied. They were willing to learn and the majority were capable of being taught." The Principal has supplied an interesting account of the system of training adopted. His object has been to make the course as practical as possible and to secure practice in teaching under conditions as like the normal as possible and to do this he has set his face against the artificiality which characterizes so much of the instruction in theory and technique and which has been and still is so dear to exponents of the earlier school of pedagogy. Every student had on the average 121 periods of practical work of all kinds and thus had every opportunity of learning what teaching really is. The products of such a system ought to prove a more valuable leaven in the profession.

The social and athletic sides have not been neglected. Tennis and cricket clubs were formed, though they suffered somewhat from want of funds, and a literary society held a number of meetings. The equipment of the college will be improved next year by the addition of a science and manual instruction block, now under construction.

(2) *Lower Grade Training College.*

This college was opened last year in Lucknow for undergraduates, with the Jubilee High School, which is in close proximity, as its practising school. It occupies the building formerly used as the Magistrate's Court, which has been admirably adapted for its present purpose. In addition to ample class room accommodation it provides a hostel for 34 students. The number of students on the rolls was 45, including 39 in the final and six in the preparatory class. The

material is still not very good, but will, it is hoped, improve with the improvement in the position of teachers. Meanwhile it is somewhat discouraging to the staff not to have better men to train. Another difficulty has been the size of the final class. If it is not easy to give theoretical instruction to so many at once, it is still more difficult to arrange satisfactorily for their practical work. The remedy lies in approximating the numbers reading in the two classes and arrangements are therefore being made for a more equal division in the next session. The work has been continued on much the same lines as those pursued at the old Government Training College at Allahabad. But efforts have been made to mitigate the artificiality of the conditions under which some of the work used to be done. Future progress clearly depends on the recruitment of better men, the diminution of the reverence paid to 'method' and the more liberal provision of practice in teaching—even at the expense of 'theory.' It is hoped that means have been found to overcome the difficulties which have stood in the way of giving the students sufficient practical work; and the next batch of students will receive some instruction in the subjects which they will have to teach as well as in pedagogy pure and simple. Experience has shown that the majority of undergraduates need to carry their general education further before they can be regarded as fit to instruct.

In the Anglo-Vernacular Teachers' Certificate examination 36 students passed out of 38, who appeared. The results of the examination reveal some improvement upon last year. Such subjects as model maps and black board work were as usual good; but the standard of English illustrates the poverty of the material that comes to be shaped, while the work in the practice of teaching only confirms the impression that not nearly enough time is devoted to it during the course.

(b)—Secondary and primary school teachers, vernacular.

Normal schools for masters.

In the six normal schools the number of students trained was 467. It is interesting to record that this includes two Tharu boys of the Terai, who are the first of their race to pass the vernacular final examination and join a normal school. Work and conduct have been on the whole satisfactory. There have been no serious breaches of discipline, and very few have had to be dismissed for making no progress in their studies. There has also been generally a good bill of health, except at Lucknow, where there was some malaria. Speaking generally the schools are well found in equipment and accommodation and possess all the material conditions for a good system of training. The results, however, leave something to be desired. The want of sufficient encouragement for trained men keeps away, no doubt, from the schools some of the best recruits. This is one factor, but the methods of teaching are not always what they should be. Thus there is a consensus of opinion that the products of the present normal schools are usually weak in language. This weakness displays itself in the teachers' certificate examination in ignorance of grammar and even bad spelling. The only exception is Almora where Hindi has much improved. Mathematics again accounted for most of the failures in the certificate examination. Not improbably, these things are due to the "want of thoroughness," which one of the Inspectors says is sacrificed to the "love of display." Drawing has improved and some enterprise has been shown in attempts at nature study. Clay modelling has become a feature of all normal schools and in some the work is distinctly creditable, though there is a tendency blindly to copy purchased models instead of endeavouring to imitate nature. In the Vernacular Teachers' Certificate examination 159 passed out of 226 candidates from State schools in these provinces, 97 being placed in the first division and the rest in the second. The Inspector of Normal Schools and Training Classes complains that sound training in method is sacrificed to cramming what will pay in the examination. (One remedy is clearly) to discourage such practices by changing the nature of the examinations in the practice of teaching and he can himself see to this.

Training classes.

The number of training classes remains the same as last year, *viz.*, 106, and the number of men trained was 625. The vast majority of these have passed the Vernacular Final examination, and only five were uncertificated. The buildings are reported to be generally satisfactory except in a few districts and the supply of furniture is said to be almost complete. Their influence is said to be producing a marked effect upon the work in village schools and incidentally they have greatly

helped to stimulate interest in educational methods and ideals among the district inspecting officers who are in immediate charge of them. But one Inspector complains that "two much attention is given to the husk of education and too little to its substance," and another supplies the reason in "the tendency of the instructors to reproduce mechanically the methods and notes of the normal schools. This is shown by the way in which they will sometimes make elaborate black board sketches for infants who can hardly read." The Department has drawn attention to the more serious defects in a memorandum for the guidance of those immediately responsible; but clearly the judicious selection of instructors is a matter of first rate importance, and deputy inspectors are personally to blame if suitable men are not selected, for they have a large field to choose from. One measure which has been productive of good is the fixing of the session, with the consent of the district boards, at the beginning of July, thereby saving the classes from the disturbance of work to which they were exposed. But it is some times overlooked that men who have undergone a course of training deserve higher pay than untrained men. It is a great discouragement to a zealous young teacher to find that after passing successfully through a training class no higher value is set upon his services than upon that of an untrained candidate for employment; nor will it do, as is reported of one district, to allow young men to leave the training class under some pretence or other and, when they refuse to come back, to reappoint them as teachers.

Teachers' meetings.

The reports go to show that the teachers' meetings under the presidency of the district inspecting officers continue to be popular and useful. The figures supplied by the Inspector of the Allahabad division illustrate the amount of activity that may be displayed. There were, he says, 102 conferences, attended by 1,546 teachers in all, and lasting from 6 to 15 days. A syllabus of lessons for use at centres has been drawn up and circulated by the Inspector of Normal Schools and Training Classes. But the practice, which is said to prevail in some districts, of requiring men to attend centres year after year is to be deprecated. The instruction does not greatly vary, and after seeing and listening to much the same thing over and over again a teacher is apt to lose interest and to become weareid with the whole subject of education.

Number of schools and scholars.

(3) Training institutions for Mistresses in Native Schools.

The number of training classes and institutions for mistresses is the same as last year, but the number of students has risen from 217 to 281. These figures and the contemplated opening of similar classes at the Dehra Dun and the Mary Wanamaker High Schools illustrate the demand for trained teachers, which the Chief Inspectress states "is constantly on the increase," and "among the most advanced of Christian teachers," is often sought "at considerable sacrifice." Some progress has been made towards the introduction of a uniform curriculum for all institutions with a view to a departmental examination and the award of a departmental certificate. Meanwhile two classes are intending to adopt a scheme which has been drawn up tentatively as the basis of a departmental course.

Government Female Normal School, Lucknow.

The Chief Inspectress gives the following account of the work at the Normal School, Lucknow:—

"Nine students were examined in April with very creditable results. Both the examination and the records of the two years' course showed how whole heartedly they had thrown themselves into their work, and indeed for these *purda* girls it supplies an outlet and interest which they welcome most keenly. One very good feature is the attachment which grows up between the students and their little pupils. The appointment of a fully trained and qualified mistress last December (in consequence of the revision of establishment brought into effect during the year) has made it more possible to cope satisfactorily with the work, which before fell too heavily on the head mistress."

With a view to extend the benefits of the school, classes have been held weekly for the Lucknow city teachers. The original aim of training them in method has been frustrated by their ignorance, which has necessitated rudimentary education instead; but the influence of the classes is said to have produced already an improvement in their school work. Similar "extension" work has been tried elsewhere. "Experiments are being made by the Inspectressess," the Chief Inspectress writes, "in having short sessions for instructing teachers at the head quarters of districts. The Inspectress of Agra found it of help to the work and I hope that a good deal will be done in this direction. The Inspectress of Moradabad has received a promise from all the boards whom she has asked, that the fare of

teachers shall be paid to the headquarters of the district together with an allowance of three annas a day, in order that they may attend teachers' meetings. Already last year the District Board of Aligarh met the cost of a conference held for the teachers by the Inspectress."

Isabella Thoburn Training Department.

Progress is reported at the Isabella Thoburn College. The staff has been strengthened by the addition of specialists in kindergarten work and in science from America, and 'theory' is taken by a trained American teacher. A decided change for the better is the less emphasis which is now laid on advanced theoretical work, much of it often above the pupils' heads.

Other centres.

The other smaller training classes have been doing very useful work and have been fairly well filled. Attempts were made under considerable difficulties to train one or two women at the Central Training School, Benares, but the circumstances there are not favourable to successful work.

CHAPTER VIII.

TECHNICAL EDUCATION.

SECTION A.—*Technical and Industrial Education.*

The despatch of the Secretary of State on the general scheme for the development of industrial and technical education in the United Provinces was received in July and the following is a summary of its chief points :—

(1) The creation of a post of Director of Industrial Enquiries and Inspector of Industrial Schools.

(2) The raising of the Thomason College, Roorkee, to the level of a research institute and its development in further branches of engineering.

(3) The opening of the following industrial and technical institutions :—
  (i) An industrial school at Gorakhpur.
  (ii) An industrial school at Cawnpore.
  (iii) A school of design at Lucknow.
  (iv) An experimental weaving station at Benares.
  (v) A chrome leather school and boot and shoe factory at Cawnpore.
  (vi) A carpentry school at Bareilly.

(4) Large extensions to the Industrial School, Lucknow, and the addition of button-making as a trade to be taught there.

(5) The postponement of the scheme for an institute of chemical technology at Cawnpore in favour of a suggestion to provide experimentally technological training in certain subjects at the Agricultural College, Cawnpore.

The construction of several of the institutions mentioned under (3) has been carried out during the year, and with the entertainment of staffs they will be ready to commence work. The School of Design at Lucknow has been completed, but pending its equipment and the appointment of a princi[illegible] it is being used as a temporary abode for part of the Canning College. The Carpentry School at Bareilly, the Industrial School at Gorakhpur, and the Central Weaving station at Benares have been completed and equipped.

Among purely industrial institutions the Hewett Weaving School at Bara Banki deserves special mention. It was started three years ago through the energy and initiative of Mr. C. A. Sherring and the support of certain Taluqdars of the district, headed by the Hon'ble Sir Tassaduk Rasul Khan, K.C.S.I., Raja of Jahangirabad, who gave a donation of Rs. 10,000. Since then Government has given grants amounting to Rs. 18,600. The primary object of the school is to give a practical training in weaving on improved handlooms; but machine knitting, dyeing and carpet-making departments have also been added. The school has 87 students on the roll. The weaving section consists of two parts : those who buy their own looms, and those who are being trained to teach weaving. Other castes are represented besides the weaver caste, and students came from 18 districts as well as from the Central Provinces. There are also eight branch factories in the district. The statistics of sales, purchases and manufactures afford ample evidence of success. Attached to the school, but in an entirely separate building and courtyard, is a *purdah* school for women called the Lady Hewett Zenana School, which was started in April 1909. There are now 100 students distributed in its hosiery, sewing machine, drawn thread and crochet classes. Each student in the first two classes has bought her own machine or machines, and the capital thus invested is calculated at nearly Rs. 4,200.

SECTION B.—*Industrial School, Lucknow.*

The Industrial School has again been in a state of transformation, but seems now to have got over the most trying parts of the transitional process. The new workshops and equipment recommended in 1907, by the Industrial

Conference are completed, and the school is now thoroughly equipped to give a sound practical training in the subjects required. It is interesting and creditable that it took itself an active part in effecting the changes that have taken place. "The whole of the work," the Inspector writes, "in connection with the fitting up of the machines and shafting in the new workshops as well as the entire electric installation, including mains and fixing of motors, was done by the school. The work of the school *mistris* and the senior boys in the school who assisted in this work was most satisfactory."

The staff was revised to suit the recommendations of the Industrial Conference, and so far as possible its various recommendations were brought into force. But the old literary staff was kept on pending the orders of Government on the revised rules and curriculum proposed at an important meeting of the Committee in November. One significant change, however, has taken place. The preparatory classes have been closed and boys below 12 years of age removed from the school. In future no boy will be admitted unless he is 12 years old and has passed the upper primary standard. The enrolment consequently fell from 325 to 134, of whom 22 were sons of artisans and 112 sons of non-artisans. The numbers of Hindus and Muhammadans were 73 and 61 respectively. The exodus of these little boys, who were a clog upon industrial work proper, has been a distinct relief to the school. The Night School is still reported to be popular among the workmen of the Railway workshops and has had an average attendance of 71. Arrangements are being made for the provision of engine details, &c., for instruction in which there is a strong demand, and there is a proposal also to throw the fine new workshop open at night to selected men from the Night School. If the workmen can be induced to make a use of the school, there is little reason to doubt that they will soon come to recognize its advantages for the training of their sons.

Section C.—*Medical School, Agra.*

There has been a slight decrease in the number of students from 333 to 329, which is attributed to a smaller entry for the civil class and the restriction of admissions to residents of the United Provinces and to Matriculants of the Allahabad University or those who have obtained the Departmental School Leaving Certificate. There were 10 fewer male students, but female students increased by six, the numbers being respectively 258 and 71, including 17 hill students. The annual and final examinations appear to have been satisfactory, and only one exception is recorded to the general good conduct. No new buildings have been constructed, but several important extensions, including 14 new nurses' quarters, and additions and alterations to the library and museum, have been sanctioned and provided for in the forthcoming budget. The extension of the examination hall is deferred for the present.

Section D.—*Agricultural College, Cawnpore.*

The following is taken from the report on the college, received from the Director of Land Records and Agriculture :—

There have been no additions to the Indian staff.

Forty-nine students joined the college in November 1909. The number of students in the first year's class including last year's failures was 58, but after some months some students dropped off and the number on the roll in the month of March 1910 was 48. The total number of students on the rolls of the college in March 1910 was 143.

The final examination of the second batch of students under the new regulations was held in March 1910, 32 out of 40 candidates received diplomas. The percentage of passes to candidates this year is 80 per cent. as compared with 72 per cent. last year.

The Hindu and Muhammadan dining halls and cook houses have been completed and are regularly used by the students. The students' club supplies free cooking utensils and crockery for a nominal monthly payment to both Hindu and Muhammadan students. All the students with the exception of a few strict Brahmans join the common messes. The management of messes is entirely in the hands of the students under the guidance of the Principal. It gives them a good opportunity of learning management and the work on the whole is satisfactory.

A small sick quarter has been added to the boarding houses with indoor accommodation for 10 beds and an infectious ward. It is almost complete and will probably be in use after this vacation. The reading room has also been extended. A large and commodious stable and bullock house have been built in a more suitable position, in place of the old one which has been demolished.

The erection of the permanent college will, it is hoped, be finished at the end of the year. The question of gas and water supply has been settled. It has been decided to have a

separate building for the library and reading room, none of the rooms in the college building being considered suitable.

The health of the students on the whole has been good though there were some cases of malaria. The students during the malarial season were regularly given quinine twice a week and with good results.

The annual valuation of the College Instruction Farm is yet to be made, but on the whole it is expected that there will be a very small loss if any. The results might have been still better, had the supply of canal water been regular and timely. The farm is now in the hands of Lala Jagannath Pershad to whom is due the credit for its working.

A small area of land has been set aside for growing different crops under high cultivation for the purposes of demonstration and observation by students.

For the last two years the college has held athletic sports a few days before Christmas. A large number of Europeans and some leading Indian gentlemen of the city have attended them.

During the year under report the Director of Agriculture, Formosa, visited the college and was much struck by what he saw here. The college was also visited by the Hon'ble Mr. Justice Mitchell, Commissioner of the Northern Territory of South Australia, who gave an instructive address at the distribution of prizes.

SECTION E.—*Night Schools.*

The enrolment in the night school at Lucknow for European and Eurasian apprentices of the Oudh and Rohilkhand Railway fell still further to 35. The quality of the work, however, in the higher divisions appears to have been good, and steps have been taken to correct the defects which were visible in the work of the junior boys. The furniture and equipment have been considerably augmented and improved.

The enrolment in the school maintained at Jhansi by the Great Indian Peninsula Railway, suffered no change. Attendance has been made compulsory on all apprentices with good results, and the school has been generously treated by the Railway company in the matter of equipment. The work is properly organized and apprentices can derive much benefit from the practical teaching imparted.

SECTION F.—*Business Departments.*

The Reid Christian College, Lucknow, and St. John's College, Agra, are the only colleges which have business departments, giving a training directly useful in commercial and clerical life. The Principal of the former College reports :—"In the department of commercial education 111 were enrolled in shorthand, typewriting and book-keeping, and 40 in Urdu shorthand and typewriting. The departments continue to be popular, and well trained graduates are in great demand." Five candidates attended the Commercial Normal Department, which is subsidized by Government. All passed the examination, two being in the first division. The results show that the course of training has been put upon a better footing. The lessons were, in the examiners' opinion, of a very practical nature and were uniformly well planned. But the course is too heavy for one year's work and the authorities have recognized that it needs simplification. The quality of the men applying for admission has not been as good as could be wished, but with the higher salaries now to be offered to trained commercial teachers, a better class of recruit is likely to be attracted.

The Technical Department at the Christian College, Allahabad, which has lately added a new member to its staff, continues to occupy a somewhat anomalous position. As the University has no provision for recognizing it and as it has not been affiliated to the Thomason College, it "ploughs a lonely furrow" The exact purpose which it is intended to serve does not seem to have been clearly determined yet.

CHAPTER IX.

Female Education.

Schools and scholars (*Vide* General Table I.)

The number of institutions of all kinds has risen from 1,254 to 1,266, but the number of female scholars on the rolls has fallen by over 3,000 from 49,478 to 46,188. Something will be said in explanation of these figures later on, but it may be remarked in passing that the decrease does not necessarily imply that the progress of female education has been checked. An analysis of the figures shows that the decrease has taken place only in the lower primary stage, where there has been a falling off of 3,566, and as the number of girls in boys' schools have decreased by 4,611, it is clear that there has been an actual increase of scholars in girls' schools of more than 1,000. There are, however, other signs of progress, in the increase of 10 under instruction in colleges, of 85 in the secondary stage and of 501 in the upper primary stage. Moreover there are two new aided and two new unaided anglo-vernacular schools, and the opening of three more secondary vernacular schools has raised the total number of that class of school to seven.

Expenditure.

The expenditure on the anglo-vernacular schools, 24 of which are aided, was Rs. 1,65,402, of which Rs. 27,096 came from Provincial revenues. The expenditure on secondary vernacular schools was Rs. 20,465, of which something less than half was contributed from provincial and local funds. On primary schools the expenditure was Rs. 1,72,935, the bulk of which was paid from local funds.

Examinations.

The results of the Matriculation have been given in chapter V. In the Vernacular Final examination there were 38 candidates, of whom 18 passed, while in the Anglo-Vernacular Middle examination the candidates numbered 146 and seventy-one passed.

Isabella Thoburn College.

The Isabella Thoburn College has maintained its high position and its future appears full of promise. The enrolment was 23 in the college, 21 in the normal school, and 156 in the high school; but only half the college students belong to these provinces, for the Principal notes that about half came from Bengal and the Punjab. As usual, the examination results compare very favourably with those of other colleges. Two out of four candidates passed the B.A., five out of six were successful in the Intermediate and eight out of ten in the Matriculation. The College has suffered a severe loss by the untimely death of Miss Lilavati Singh, the late Assistant Principal, whose work and character were greatly esteemed; but it has been strengthened by the arrival of five new members from America. The new developments mentioned last year have begun to take material form. A large extension to the college building, consisting of twelve class rooms, a library, and a dormitory, is being constructed at a cost of Rs. 40,000, the gift of an American friend. The corner stone of a new high school, for which a considerable sum has been raised in America, was laid during the year, but more money is needed before a start can be made. Money is also being raised for a new hostel for the high school, to be built in memory of Miss Singh. The Zenana School opened last year was attended by only a few Hindu and Muhammadan girls, but a larger number is expected this year, and a dozen pupils have been enrolled for the domestic science course. The college is at once a visible sign and a pioneer of higher education for girls, the demand for which, the Principal states, "is making itself increasingly felt." But unfortunately the desire is not always accompanied by the means of satisfying it. "It becomes more difficult each year," the Principal writes, "to resist the pressure that is put upon us by girls who are anxious to study for a degree, but have not the means to do so. Unfortunately, the college is not able to grant scholarships, but some help is being afforded by means of a loan system. The necessity of keeping as efficient a staff for our small number of students as would be required for a much larger college taxes our resources to the utmost, and necessitates a constant struggle to make both ends meet." This steadfast determination to maintain efficiency is praiseworthy in the highest degree and deserves to be more widely imitated.

Secondary education.

The increase in the number of secondary schools is due to the recognition as middle schools of schools classified hitherto as primary, though in some instances

the work of the middle section had been begun before. Though it does not imply much actual increase in the numbers in the high and middle sections, it seems to indicate advance in the right direction. There are now six high schools instead of five, the Kanya Pathshala having opened a high section. Of the scholars in the higher stages the vast majority consists of Native Christians; amongst the residue the Hindus considerably outnumber the Muhammadans, owing perhaps to the greater strictness of *pardá* among the latter. Sometimes the starting of a high section is a doubtful advantage, for the superior dignity may be dearly purchased by the extra strain and expense involved in training a handful of pupils at the expense of the rest. One of the least satisfactory features in these anglo-vernacular schools is the teaching of the vernacular. There are said to be three difficulties in the way of success: the employment of Pandits and Maulvis is not found to be altogether satisfactory, the ordinary teachers do not know the language well enough to teach it, and pupils themselves consider it an inferior subject. Another matter, which presses for attention, is the claim of domestic training for a more important place in the curriculum. Some urge that there is no room for it, and others point out that parents think such training derogatory. It will be interesting for those who doubt whether domestic science can be studied without detriment to other studies to learn that "the girls at Pauri do not only house but field-work and yet their names stand high in examination results." The problem of providing a really suitable system of education is an exceedingly difficult one; for, as the Chief Inspectress remarks:—

"The spread of interest in women's education must depend partly on the form which the education actually given is seen to be taking, and what this form should be is not an easy question to decide. While neither the habits nor the ideals of the country sanction an education the same in type if not in degree as that of the boys, this is what is gradually being established in the girls' schools and it is certainly the easiest to supply. A training in conduct and in religion is what Indians, as a rule, value most for their women, but the former is hard to secure through the agency of inefficient teachers and the latter is necessarily excluded from any Government scheme. As things stand at present the work for those going beyond the rudiments seems too bookish in character, and for the most advanced, the Matriculation, which is regarded as the only possible course, does not supply what a woman most needs. The difficulty with regard to advanced work is felt in the Normal school at Lucknow, where some of those who have passed the Vernacular Final are anxious to study further. Fortunately here it will be possible to work out an experimental course for them to follow. Experimental work is also being done at an earlier stage in the Kanya Pathshala, Meerut, where the Manager has planned out his own courses, the results of which should be very instructive. In the Mission schools the difficulty is less obtrusive as it is taken for granted that a course such as is outlined in the present anglo-vernacular curriculum is the right one. Sometimes, however, the natural wish to bring as many girls as possible up to the middle means that certain girls are given an unsuitable education. Many of them come from families whose traditional work lies in the fields, and some form of industrial training, rather than further head-work, is what they require. This latter problem, however, perhaps applies to only one class of pupils."

Of the middle schools the Kanya Pathshala, Dehra Dun, and the Municipal school, Lucknow, maintain the good standard of the past. The condition of the Crosthwaite's girls' school, Allahabad, despite largely increased expenditure, is somewhat disappointing. It does not seem to make progress or to gain in popularity. The Mission schools give evidence of the care devoted to them and show a steady improvement.

Primary schools.

It has already been explained that the decrease in the enrolment is due for the most part to the exodus of girls' from boys' schools, of which the most striking example recorded this year was a drop from 2,145 to 901 in Jaunpur. The decrease is attributed by the Chairman "partly to the discontinuance of the capitation grant and partly to the discovery of fictitious entries in the attendance registers." Similarly in Ghazipur there was a decline from 757 to 318, because as the Chairman remarks "the names of those girls who nominally came to the schools were removed. People do not take kindly to sending their girls to boys' schools." The system has been fully discussed in previous reports, and little more need be said. No one—or at least very few—would object to the admission of little girls to boys' schools, if they are sent by their parents spontaneously; but it is hardly possible to justify the expenditure of large sums in capitation grants to teachers as a means of stimulating a desire for female education among the masses. The wretched little scholars, having served their purpose in coming to school, received, as a rule, little or no attention while there, and left in a year or two almost as ignorant

as when they arrived. There has, however, been a net increase in girls' schools, but it has been very slight, and appears to indicate little or no progress. When one goes behind the figures a suspicion is aroused that the apparent advance during the last few years has been largely spurious and ephemeral. Complacent villagers, being given to understand that Government wished them to educate their daughters, have acquiesced and sent such as they thought were too young to come to any harm to the neighbouring primary school, but have removed them as soon as they reached an age when they were likely to benefit by instruction. Educational authorities have been over anxious to move with the times, and the desire to gain the approbation of Government seems to have produced in some quarters a kind of raw haste which has recoiled on its agents. The reports of the district boards make it quite clear that schools have been opened in place after place where there was no real need for them. But now when the necessity of retrenchment has forced them to scrutinize narrowly their resources and activities, they have found that girls' schools, and especially aided ones, were frequently merely nominal and were not worth keeping on. Thus board after board reports the closing of girls' schools for inefficiency of one sort or another, such as "unsatisfactory tuition," "poor attendance," "want of a teacher," and so on. The Chief Inspectress bears the same testimony. "There is," she writes, "a distinct falling off in institutions other than Government ones. The decrease, however, appears to be chiefly due to the closing of schools where little or no work is being done and their disappearance is probably beneficial." The Inspectress of Fyzabad writes that the total number of scholars has fallen by 252 in her circle, the result of the closing of inefficient schools, of the prevalence of fever and plague, and of the more thorough scrutiny of registers. Similar causes prevent the figures returned throughout the province being at all a reliable indication of the work done. Another quotation is not calculated to encourage "the impatient idealist." "All the model as well as a number of State-aided and unaided schools received surprise (sic) visits. In only two cases (one a model school and one a district board school) can it be said that the visits were really successful. In some cases the teacher was not present and in others, if the teachers were present, no work was being done. Such a state of things is deplorable." But the outlook is not entirely gloomy; there are rifts in the clouds. The Chief Inspectress has noticed some slight improvements effected by the help given to the teachers by the Inspectresses, and she thinks that she has previously underestimated the "number of teachers capable of giving some simple instruction and of exercising a wholesome influence." The cost of the inspection staff has been inveighed against in one organ of the Indian Press as a needless drain upon the resources available for expenditure on female education, and the argument that the Inspectresses were necessary for pioneering female education has been scouted as ridiculous. But besides endeavouring to encourage the opening of new schools, where there is a real demand for them, these ladies spend much time to the best advantage in instructing the teachers. The latter is a very important function and for some time to come will constitute their chief work. The Mahakali Pathshala is mentioned as doing promising work, and smaller schools, such as the Laharitola at Benares or the Gauri Pathshala at Allahabad, though they give "very simple instruction, show some real sign of life." Many mission 'Bazar' schools, it is said, come under this category, and "almost invariably do very satisfactory work, considering the limitations under which it is done."

The great cause of inefficiency is, of course, the want of competent teachers. The theme is a hackneyed one, but the mention of it is unavoidable in any account of female education in India. It is not exactly easy to bring the scholar to the well of learning, but that task is as nothing compared to the problem of finding those who can draw up the water and give the pupils to drink. A few instances will illustrate the difficulty. In Basti "it has been very difficult to get even lower primary passed women for the purpose." In Hardoi "it was proposed to open a new girls' school at Bilgram, but no competent female teacher was available at the low rate of salary which the Board can afford to offer." In Meerut "the schools can advantageously be multiplied to any number, because residents of even small towns ask for schools, and when opened help us zealously; but on account of the dearth of female teachers, which is sure to continue for some time, the brisk demand for female education cannot be met." In Aligarh "qualified female teachers are almost impossible to find, and in the case of male teachers it has hitherto

The dearth of teachers.

been possible to secure only men whose chief qualification was their age." The Chief Inspectress strikes the same note. "Aided schools," she writes, "are of every type; some are worse than useless, as is to be expected where the total expenditure amounts to Rs. 4. In one that I visited the mistress herself could not write words of three letters to dictation, in another the mistress could not read; the appearance of being able to do so being due to her knowing the *Koran* by heart." It is clear that for some time to come it will be necessary to depend largely on male agency, and provided it is of the right kind, it seems satisfactory. "The decrepit and uncertificated Pandit," as the Chairman of Jhansi remarks, "is almost invariably a failure, but a retired teacher of superior qualifications can be trusted to work well, especially if he is a native of the same town." The Chairman of Etawah holds the same opinion. He is wholly in favour of the male teacher, and says:—"The female teachers we have been able to secure possess very poor qualifications and seem incapable of either enforcing discipline or imparting to their pupils the comparatively small knowledge they themselves possess." The Aligarh Board, making a virtue of necessity, are going to try the experiment of employing male teachers of advanced age transferred from boys' schools.

Special efforts, however, are being made to secure a better supply of female teachers, who alone are acceptable in some places. A system of training classes is being organized in connection with the model schools. The intention is to train women who have passed the upper primary stage, but at present hardly any have read so far. "The beginning is however promising," the Chief Inspectress reports, "as a certain number are already forthcoming who are willing to undertake the course." The want of teachers, combined with the difficulty of securing suitable houses, has proved a great obstacle to the scheme of improving and increasing the model schools. Sixty-two have now been sanctioned, of which twenty-one only could be opened during the year. The scheme is as yet in an embryo stage, and schools are subject to violent fluctuations. If, for instance, a teacher proves capable, the numbers rapidly increase, and another teacher is needed almost at once.

Visiting governesses.

The difficulties, which impede the supply of school mistresses, apply perhaps with greater force to the institution of visiting governesses. Local committees seem to have sought for them diligently but in vain. We hear indeed that the appointment of one has been sanctioned at Etawah and a year's pay from subscriptions is in hand; but the case of Jaunpur is more typical of the general state of things. "The appointment of visiting governesses to teach girls of *purdanashin* families is a matter of pressing importance that has engaged the attention of the committee. But the difficulty has been to find qualified governesses on a reasonable salary within the means of the committee." In another district a visiting governess was appointed, but almost immediately resigned. The situation is well summed up by the Chief Inspectress:—

"Ideally the institution of visiting governess should be an excellent way of meeting this situation, but practically it offers much difficulty, and little headway has been made as yet in the appointment of governesses in the different towns; few women are willing to take the post and often those who accept at first withdraw later, and there is much to cause one to hesitate to urge any woman to undertake the work. In many towns the committee have reported that the time is not yet ripe for this kind of post and on the whole Inspectresses are inclined to agree with this opinion, and feel in any case that if the governesses were responsible to the families employing her, the situation would be easier to deal with."

The present situation.

Altogether the accounts of female education do not make very exhilarating reading. They are mainly a tale of difficulties and baffled hopes in the attempt to scale a steep wall of prejudice and passive opposition. Here and there, however, some success has been achieved. Thus the Chairman of Etawah writes:—

"The most gratifying feature of the year's work is the steady progress of female education. The actual rise in figures may be partly due to the influence of the district officers, but I take it that the real test of progress is the interest that the pupils themselves take in their studies, and I can confidently say from personal observation that such interest has more than kept pace with increased enrolments. The great obstacle in the way of advance is no longer the apathy of the people, but the lack of funds to pay for schools where they are needed. I do not mean to say that there is a universal cry for girls' schools, but I do assert that the demand for them exceeds the supply, and that if our finances enabled us to meet the present demand, the force of example would call into being fresh demands where none at present exists."

The Chairman of Budaun also gives a hopeful account. He writes:—

"The fact remains, however, that the district is exceptionally forward in the matter of female education, and where satisfactory teachers can be obtained there is little difficulty in extending operations. Two girls appeared this year for the first time at the Vernacular Final examination.

Nine out of eleven girls passed the upper primary examination. These results are probably more important as indicating that the problem of obtaining efficient teachers is in process of solution than from the point of view of female education generally."

But the prevailing note is pessimistic—"the general population remains indifferent—" is the verdict of one chairman; another writes "so far no real progress has been made," while one of the commissioners of divisions goes so far as to say roundly: "the education of girls is neither successful nor popular and many persons of influence who advocate it publicly oppose it privately." On the whole the Chief Inspectress sums up the matter fairly as follows:—

"For further advance the first essential is the growth of public interest, but there are few indications yet that the idea of female education has laid any real hold on others than the people of the most highly educated classes. Various individuals have come forward with generous offers of help, but to balance this there is the gradual warning in the interest of others in the schools they have started in the past."

Amongst signal instances of individual interest may be mentioned the erection of an excellent building for a joint school for Hindu and Muhammadan girls at Balrampur; the unselfish work of Mrs. Jwala Prasad, at Muzaffarnagar; the proposal of Lala Janki Prasad, to build and partially maintain a school at Khurja; the opening of a school in his own house by the Hon'ble Lala Ramanuj Dayal at Meerut; the foundation of scholarships for poor girls by the Rani Sahiba of Khajurgaon, at a cost of Rs. 3,000; and last but not least, though on a humbler scale, the case of a Jain master "who has for many years thrown all his energies into the work of his little school and out of his salary of Rs. 10 has himself supplemented its furniture." These are pleasing illustrations of the support which private individuals have given to the efforts of Government. Those efforts have been directed along the lines already laid down. The extension of the model schools has already been noticed, while aid has been freely given to more schools. The effort to stimulate private study by scholarships has met with a real response. In all 26 scholarships have been awarded. An attempt has also been made to make the education of girls more practical. District boards at the instance of Government have considered the advisability of teaching school girls the use of sewing and knitting machines. In some districts, the suggestion was adopted. Machines were bought, and teachers were sent to the Hewett Weaving school to learn how to handle them. But it is too soon yet to pronounce on the success of the experiment. Not a few district boards decided against it, either for want of funds to buy these expensive articles, or for want of teachers to teach their use, or because the children were too young to handle them or too poor to purchase them after leaving school. There is a good deal of force in some of these objections and care will be needed to see that money is not squandered uselessly.

Inspection of girls' schools.

The work of inspection, of which the need is so great, not only for the maintenance of control and supervision but also for giving stimulus and sympathy, has been carried on with energy. All the Inspectresses have spent much time in touring and visiting schools which were accessible, and in many cases schools were visited twice and even three times. The number of schools visited does not furnish the only criterion of work, but the inspection of 165 schools in 218 days by the Inspectress of the first circle, at any rate, constitutes a fine record. It is to be remembered that many of the journeys which these ladies have to undertake are long and arduous and are performed under conditions of great discomfort. But more than 38 per cent. of the schools are inaccessible to them, and can only be visited by deputy inspectors, who have given their help in most cases "willingly and well." The failure to visit all schools is keenly felt and the inspectress of one circle writes:—"The more I get acquainted with my work the more hopeless becomes my situation. I have been unable to see *half* the schools in my circle, and yet there are dozens of places with large populations, where schools could be started." The creation of two more inspecting circles and the filling up of two more posts, which, as already mentioned, are under consideration, should give the Inspectresses, a better hold over the schools they can reach, though the problem of inaccessibility must still remain. The appointment of Assistant

Inspectresses, as at Lucknow, to secure greater local control is also advantageous. The need is felt in other districts, but it is not easy to find properly qualified persons for such posts, and nothing has been done in this direction except at Rae Bareli. Meanwhile something has been done by voluntary agency. "Mrs. Jawala Prasad," writes the Chief Inspectress, "has done valuable work in inspecting the schools of Muzaffarnagar district." Local committees have also done what little they could. The majority, it is true, have not done much more than meet and discuss problems, but their efforts are mostly baffled by empty purses and public apathy. The Chief Inspectress writes :—

"In two cases at least they have given substantial proof of their interest, the committee of Etawah supplementing the monthly conveyance allowance of the Model school and providing scholarships and prizes, and that of Kheri paying towards the upkeep of a maid-servant. The Inspectress of Agra writes that the Committees of Agra, Farrukhabad and Jhansi have helped in the selection of teachers or school houses. At Jhansi a new Muhammadan school was opened by the District Board at the instance of the committee."

But if the interest of local committees is not to be allowed to die away it will be necessary to provide an allotment from provincial revenues for employment upon any promising schemes for the spread of female education which they may devise.

CHAPTER X.

Education of Special Classes.

Section A.—*Europeans and Eurasians.*

Schools and scholars.

The average number reading in the so-called colleges or college classes has risen from 23 to 26. But the change is so slight that it cannot be taken to indicate an increased desire for collegiate education. The numbers in fact rise and fall from year to year for no ascertainable reason. So far the new salary grants which offer better pay to graduate trained teachers have not had time to produce any effect on them.

The decrease of one in the number of secondary schools for girls is due to the emptiness of the middle section in the Railway school, Gorakhpur, while in primary schools there is a net reduction of one owing to the disappearance of the Railway School, Gonda. The number of "Special Classes for technical instruction" has gone down both in boys' and girls' schools. But the disappearance of those at St. Fidelis, the Diocesan Boys' High School, Naini Tal, and Philander Smith College, the Inspector thinks, probably means only that temporarily there were no pupils in such classes and not that they have been abolished. The Convent High School, Naini Tal, it appears, has had to close this class for want of sufficient funds, but new classes have been opened at All Saints' Diocesan High School, Naini Tal, and the Wynberg Institution, Mussooree, for giving instruction in cookery, dress-making, stenography and typewriting.

The numbers in secondary schools in average attendance during the year were 4½ per cent. below last year's figures, but the Inspector believes that the greater enrolment on 31st March may indicate some recovery. "Taking all classes of institutions," he says, "the average enrolment fell during the year by about 3 per cent. while the enrolment on 31st March rose during the year by about 2 per cent. If these variations are not too small to be worth considering, they might afford some grounds for supposing that there was something of a check in the numbers during last year, but that it is likely to be only temporary."

The assistance afforded to schools by the salary grants for trained teachers was much appreciated. Grants aggregating Rs. 9,613 were made to eleven schools to improve the salaries of eighteen teachers. "There is," the Inspector writes, "probably no direction in which increased expenditure would more directly benefit schools and raise the general level of the work."

Expenditure.

The total expenditure amounting to Rs. 10,42,634 was greater than in the previous year by over Rs. 1¼ lakhs or 14 per cent. There was an increase of 9 per cent. from provincial revenues, and of 11 per cent. from fees, and a rise of over 26 per cent. from private sources. The proportionately greater increase from the last source, whatever be the cause, is very satisfactory. The increase in provincial contributions was due for the most part to the larger enrolment in 1908 (which determined many of the grants during 1909) and also to the increased supplementary grants already mentioned for salaries. The increase in the fee income, totalling nearly Rs. 40,000, seems to indicate a general effort to raise the rate of fees, in consequence of the higher cost of maintenance and the slightly enhanced average salaries. "Similar considerations," writes the Inspector, "have doubtless made schools more careful to check the accumulation of arrears and to press for the liquidation of outstandings." The closer supervision of the finances by the Department in recent years has no doubt had a stimulating effect.

Examinations.

The number of candidates in the high school examination was practically unchanged, and stood at 171. In the middle examination there was an increase of 19 from 157 to 176, which justifies the forecast of the registrar last year that the number had touched bottom. There were a few more candidates in the primary Scholarship examination, which is optional and competitive.

In the high school examination the boys practically maintained the standard of the past year's results, but the girls did not do nearly so well, the percentage of passes having fallen from 62 to 45. The girls, however, maintained their lead in the middle school examination, though the boys gained some ground on them.

Excluding political economy, in which the candidates seldom do well, the weakest subjects in the high school examination were physics and geography.

In the case of the former lack of facilities no doubt is partly accountable for the failure, but in the latter the only explanation can be inferior teaching. The results in vernacular, always a weak subject, were worse than usual, especially in grammar and composition. "Comparatively few," it is said, "can write even a single sentence correctly," and the spelling is described as "horrible." The neglect of the vernacular in European schools is persistent, and in its consequences must prove little short of disastrous to many of those who have to earn their living in ordinary vocations in the plains of India. The causes are obviously bad teaching and lack of interest. French was not much better, but in Latin there has been an improvement.

SECTION B.—*Hindus and Muhammadans.*

The number of Muhammadan scholars increased by about 400, whereas that of Hindu scholars declined by over 12,000. Consequently the percentage of Muhammadans to the total number of scholars has risen slightly, *viz.*, from 18·4 to 18·8. This indicates general progress in the community, but it appears to have been most rapid as usual in collegiate and secondary education, where the percentages now stand at 25·8 and 21·2 respectively. In the Fyzabad division the percentage in anglo-vernacular schools is as high as 26·9, or 1·6 higher than last year. There has also been a slight increase in the proportion in Rohilkhand. In private institutions of course the proportion is much higher than in public institutions being 45·6 per cent.

SECTION C.—*Colvin Taluqdars' School, Lucknow.*

The numbers have risen from 46 to 64, of whom 24 are wards. This enrolment is the highest on record and means not only an increased fee income, but more vitality in the work in the class room, facilitates the organisation of games and stimulates the corporate life of the school. The staff has been strengthened by the appointment of a European Vice-Principal. This step has been made possible by the new arrangement with the British Indian Association, by which the school is to receive Rs. 25,000 instead of Rs. 13,000 as formerly. The increased income will be required to meet the greater expenditure on staff and the anticipated additional expenditure on the demonstration farm and science laboratories shortly to be erected. Towards these and other improvements such as more rooms in the hostel, new class rooms, and a house for the Vice-Principal a special grant of Rs. 50,000 has been made. The Sajjid Memorial Hall, which has been completed during the year, is an acquisition to the quadrangle, and accommodates the library and billiard room. The health of the school has been good and the arrangements for recreation of every kind are excellent. Though in some respects the tuition still leaves something to be desired, it is on the whole satisfactory. The progress of the school bears eloquent testimony to the energy and organising power of the late Principal, Mr. Davis. His sudden death soon after the close of the school year was a grievous loss to the institution. By the sad irony of fate, he was cut off just when his many difficulties had been successfully overcome and he seemed to be about to secure at last the fruits of his unremitting and patient labours.

SECTION D.—*The Reformatory School, Chunar.*

The number of boys has again risen slightly from 147 to 156 at the end of the calendar year. More offences, including six escapes, occurred during the year. They are attributed by the Superintendent to the bad example set by a few boys who have now left. Notwithstanding the conduct of all but a few was generally satisfactory. Judged by the number of admissions to the hospital, the health of the boys has improved, the daily average of the sick was reduced by more than one-half. The decrease in malaria cases is attributed to the daily administration of quinine throughout the year under orders of the Civil Surgeon of Mirzapur. The education of the boys progressed satisfactorily, two boys were found proficient enough on their discharge to obtain admission to district training classes for primary teachers. Industrial training has been carried on successfully, and a novel feature has been the training of certain boys with special aptitude for the work as firemen and fitters. But the weaving industry suffered from the want of a suitable instructor. Reports on the after conduct of released boys have been more complete, and all those accounted for amounting to almost one-half, bore good characters. The licensing

system again proved a failure and the year closed with no boys out on license. Since the close of the year under report, a special committee was appointed to enquire into the management of the school. The members appear to have been favourably impressed on the whole with the working of the institution, but they suggested several reforms. Their recommendations and the measures under consideration for improving the school will fall to be noticed in a subsequent report.

CHAPTER XI.

Private Institutions.

(*Vide* General Table III.)

There has again been a decline in private institutions. The number of schools has fallen from 4,703 to 4,557 and of students from 74,615 to 72,877. It is not worth while to analyse the figures closely nor is it possible to put forward any but tentative conclusions. The registers of these schools are very irregularly kept and are consequently quite unreliable. If the figures prove anything they show that the causes of the fluctuations in indigenous educational institutions are local and temporary. Private institutions are suffering at present a decline, but there is no reason for supposing that the decline is *permanent. These schools* are, as is truly remarked in one report, "liable to *many* vicissitudes. *They come* into being as rapidly as they die out and hence *much reliance cannot be placed* on their statistics."

But certain tendencies noticed last year are again evident. Thus, while elementary vernacular schools have declined, Sanskrit and Koran schools have increased. Would it be too much to hope that there is in this fact an indication that the demand for some religious instruction is growing? But it is dangerous to draw inferences from statistics such as these in regard to permanent movements in the country at large. One Inspector, for instance, connects the revival of private institutions in his division with the closing of aided schools, and suggests that indigenous schools might be made an important factor in solving the problem of more widely diffusing primary education. This theory is no doubt attractive at a time when money is so scarce, but his deduction is not borne out by a survey of the whole province; for the heaviest decline among private schools is precisely among those elementary institutions which teach a vernacular only or mainly, in fact in the very class of schools from which he hopes most. But a glance at the general summary will show how small a part comparatively is played by private institutions in the general educational system of the province.

CHAPTER XII.

Physical and Moral Training.

Physical training in anglo-vernacular schools.

At present games are regarded too much as the preserve of the champion school athlete who will bring glory on the school, and those who are thought to have no bent for games are not encouraged to play them. Secondly, games are not always played in the proper spirit. Instead of the principle, 'sport for sport's sake,' it is sport for the tournaments' sake, with the result that a chosen set of boys are made to practise regularly when the time for the tournament draws nigh, and when it is over interest in games and athletics markedly declines. In many ways annual tournaments tend to foster mere athleticism, and for some time opinion has been moving to the conclusion that tournaments, having served their purpose in encouraging physical training, might give place to some system less prone to their obvious defects. "The consensus of opinion of head masters," says the inspector of one division, "is now opposed to any organised league or tournament on a large scale. They argue justly that they can get all the games they require locally, that a league or tournament lays a heavy burden on their games' funds and that they could spend the money more profitably within the school. Moreover, they hold that the trouble involved, the excitement aroused and the interruption to work caused by this excitement, are all evils to be avoided, if possible." The problem of extending the benefits of games to a larger proportion of boys is for various reasons surrounded with difficulty, but is surely not insolvable. For one thing the interest of masters which is now very small might be more successfully enlisted, if too much is not expected of them. Gymnastics are popular with few and as a rule the standard is not high. One drawback is, according to one of the Inspectors, the prevalent idea that boys should become acrobats or let gymnastics alone.

Vernacular schools.

Drill and *desi kasrat* form the staple of the physical training given in vernacular schools. They appear to be satisfactory for the most part, and, since the increase in the number of trained teachers, less dependent on the services of travelling instructors. Football is played by a few schools, which possess playgrounds. But generally there are no playgrounds and the expense of English games is prohibitive. Gymnastics are practised by the few, and the performances tend to be rather more acrobatic than in English schools. As a rule, boys take more kindly to their own native games, and they should be encouraged to do so. For one thing, they are inexpensive and do not require large open spaces. As an Inspector remarks :—"Even the smallest school can afford space for a wrestling pit." District tournaments are becoming more fashionable, and seem likely to become universal. They are well conducted and are successful in arousing the interest and frequently the liberality of the neighbouring gentry. It is a question, as an Inspector remarks, whether the physique of school boys is improving. He is inclined to think it is, and that the boys of the anglo-vernacular schools are physically superior to those of vernacular schools. It is not an easy question to answer, but probably many would not assent to the second proposition, though it is possibly true of town-bred boys.

Conduct in schools.

The usual report must be made of the conduct of scholars, namely, that it is on the whole satisfactory. The Indian school boy, in these provinces at any rate, has not yet lost his respect for authority, and outside the school, as well as in it, is seldom guilty of deliberate rudeness or horseplay. There are indications that in places they are taking an increasing interest in 'politics,' but there have been no active manifestations of it.

Moral training

Moral instruction and moral training continue to form popular subjects of discourse, more especially in the press. This, however, does not seem to indicate an increased interest in morality for its own sake, so much as a vague uneasiness and alarm at the appearance of certain ugly social symptoms. Attention is focussed on the schools and colleges, which are credited with being the nests of the insubordination, indiscipline and irreverence alleged by certain writers to be so prevalent. The growing lack of reverence for things held sacred by a past generation and the contempt often expressed for old-fashioned elders is not peculiar to India, but is an inevitable though regrettable accompaniment of modern life and freer thought.

In the United Provinces as elsewhere the schools reflect the general tone of society and not *vice versa*. It is surely a fallacy to push the responsibility for social evils of the family and society on to the schools, which are open for only a small fraction of the daily twenty-fours. The stock complaint is, of course, the purely secular system of education. In the first place the charge is not wholly true, since it leaves out of account the large number of aided and unaided institutions which offer something more than so-called secular education. In the second place, it makes the tacit assumption that Government schools, in which only secular instruction is given, produce a morally inferior article, an assumption which is at least open to question.

Apart from the Christian Missionary colleges and schools, the Muhammadan Anglo-Oriental College and the Central Hindu College are the most conspicuous for their attempts to combine religious with secular knowledge. Government, as has been mentioned in previous reports, permits facilities to be privately provided at its schools for those who desire it. This year advantage has been taken of that permission at Muzaffarnagar, where two gentlemen have made an endowment in memory of their father for the establishment and maintenance of a class in the high school for the moral and religious education of Hindu scholars. But for the most part permission is not availed of. The vast majority of parents do not apparently desire religious instruction for their sons, perhaps because their conception of religious teaching is something quite different from lessons in school. It would seem, therefore, that the clamour for religious education, which frequently resounds in the newspapers, is not an echo of genuine public opinion.

The method of inculcating morality by syllabus forms as yet no part of our school system. The experiment appears to have been tried by the Sitapur district board, which has recently sanctioned the use in vernacular schools of a vernacular edition of the moral precepts taught in the Hindu College, but it is not known how far the measure can be regarded as successful. Generally speaking the method has few attractions for those who have practical experience of school work. They deprecate the sharp and unreal distinction between moral and non-moral instruction and are unable to envisage a school as a kind of moral dispensary, in which the virtues can be administered in small doses. Sentiment and conduct may be and often are a world apart, and they believe that a school is a training ground where good habits have to be built up by slow degrees in an atmosphere of good discipline. The way to this, they think, lies not in set lessons on morality, but in manning the schools with the proper kind of men and teaching the scholars to "do the duty that lies nearest" them honestly and as well as they can. Men of high ideals are unfortunately not too plentiful, but it is pleasant to read the following in one of the district board reports as an example of what does exist and of what can be done: "the school is unostentatiously worked on lines which can never fail rightly to mould juvenile character. It is not difficult to see the flow of paternal affection on one side and that of filial reverence on the other: a satisfactory state of discipline is but the natural outcome under such conditions." Would that such a picture were more common!

CHAPTER XIII.

Preparation and distribution of Text-Books.

Work of the Text-Book Committee.

The number of publications of all kinds considered by the committee rose by 69 per cent. from 417 to 705. This constitutes a record. More than half were classed as not required, and the majority of the rest were approved only for libraries and the use of teachers. It seems a pity that so much labour should be wasted on the production of superfluous or unsuitable school-books. Dissatisfaction continues concerning the acknowledged defects of the new vernacular readers, but any attempt to remedy them must be postponed till the whole question of the education suitable for rural scholars and its differentiation from that of urban, has been considered by the committee specially appointed by Government to consider the question of rural education. The difficult question of drawing up suitable courses for the middle section of vernacular schools is being taken up; but some considerable time must elapse before it can be settled. During the course of the year the Committee lost the valuable services of Mahamahopadhyaya Pandit Aditya Ram Bhattacharya. Failing health and advancing years compelled him to resign his connection with work in which, as an official and subsequently a non-official member, he had ungrudgingly laboured for a period of sixteen years.

Supply of text-books.

The problem of securing a punctual, regular and sufficient supply of text-books still presents difficulties. No uniform system is employed. Sometimes the supply is left to the competition of private firms, sometimes entrusted to specially appointed book agents. But what suits one district, does not necessarily suit another. Thus the institution of a book agent, which worked excellently in Meerut, broke down and had to be abandoned in Dehra Dun. The most serious complaints are the supply of unauthorised books and the difficulty of getting the prescribed text-books at the proper time. Thus in one district mental arithmetic in the infant sections was found to be taught "from an absurdly arranged crib printed by an obscure press," while the science readers had not been supplied two months after the formation of the class. In another district it is stated that in some schools the teachers had not been supplied by the board with the copies of the new readers introduced so long ago as 1907. It is not surprising if, as is reported, unscrupulous teachers take advantage of such a state of things, to absent themselves frequently on the pretext of purchasing text-books.

Libraries in town schools.

It is satisfactory to learn that the proposal to start libraries in town schools for the benefit of both teachers and pupils, but especially for the latter, has been well received, and that some district boards have made provision for the purpose in their budgets. To Mr. Gracey, Chairman of the Etawah District Board, is due the credit of taking the initiative in introducing this most hopeful scheme.

Allahabad:
The 12th of October 1910.

C. F. de la FOSSE, M.A.,
Director of Public Instruction,
United Provinces.

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GENERAL TABLE I.

Abstract return of Colleges, Schools and Scholars in the United Provinces of Agra and Oudh at the end of the official year 1909-10.

(For Details see General Table III.)

Area and population.			Institutions and scholars.	Public institutions.							Private institutions.		Grand total.	Perceptage of	
				Collegiate Education.		School Education, General.		School Education, Special.		Total of Public Institutions.					
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1,07,164	Towns ... 455 Villages 1,05,073 **Total ... 1,05,528**	Males ... 24,616,942 Females 23,074,840 **Total 4,76,91,782**	Institutions. For males	31	10	548	9,267	112	78	10,046	914	3,394	14,354	Institutions to number of towns and villages.	13·60
			Institutions. For females.	4	...	58	936	13	4	1,015	6	245	1,266		1·20
			Total ...	35	10	606	10,203	125	82	11,061	920	3,639	15,620		1·80
			Scholars. Males ...	4,150	1,131	86,236	4,36,675	1,092	3,891	5,33,175	18,553	49,665	6,01,393	Male scholars to male population of school-going age.	16·29
			Scholars. Females	45	4	4,959	36,017	317	187	41,529	192	4,467	46,188	Female scholars to female population of school-going age.	1·33
			Total ...	4,195	1,135	91,195	4,72,692	1,409	4,078	5,74,704	18,745	54,132	6,47,581		9·05

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces of Agra and Oudh for the official year 1909-10.

(For Details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total expenditure on Public Instruction.
	Collegiate Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1.—Institutions. { For males	6,59,828	4,08,903	20,05,094	15,33,178	1,34,369	1,94,784	49,36,156	1,04,353	74,020	4,73,456	1,97,718	19,10,168	1,26,050	7,85,593	36,71,358	93,22,617
{ For females	18,107	...	4,56,451	1,93,881	46,664	...	7,15,103									
Total ...	6,77,935	4,08,903	24,61,545	17,27,059	1,81,033	1,94,784	56,51,259	1,04,353	74,020	4,73,456	1,97,718	19,10,168	1,26,050	7,85 59.	36,71,358	93,22,617
2(*a*)—Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction	9·92	12·30	14·39	1·27	3·47	4·30	45·65	0·68	2·51	7·30	2·94	35·60	2·16	3·16	54·35	100·00
(*b*)—Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction	·42	...	19·18	46·92	2·23	·31	69·06	... .	...	9·25	2·04	17·31	·39	1·95	30·94	100·00
(*c*)—Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction ...	4·14	...	28·59	56·04	·56	·44	89·77	...	...	·73	1·98	5·98	·33	1·21	10·23	100·00
(*d*)—Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction	7·27	4·39	26·40	18·53	1·94	2·09	60·62	1·12	·79	5·08	2·12	20·49	1·35	8·43	39·38	100·00

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces of Agra and Oudh for the official year 1909-10—(concluded.)

(For details, see General Table IV.)

	Total Direct Expenditure on Public Instruction.						
	Collegiate Education.		School Education, General.		School Education, Special.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8
3.—Average annual cost of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions. Cost to Provincial Revenues ...	221 0 9	507 15 7	24 5 0	9 0 3	165 3 5	37 13 8	81 0 7
Government Institutions. Cost to Local and Municipal Funds	...	...	0 0 11	0 2 4	...	0 1 8	0 1 4
Total cost ...	272 11 0	511 7 8	38 0 0	9 2 10	166 0 9	43 3 8	90 10 10
Local Fund Schools. Cost to Provincial Revenues ...	...	...	0 8 6	...	...	...	0 1 3
Local Fund Schools. Cost to Local Funds ...	6 6 5	...	9 14 10	3 8 2	99 12 1	14 10 1	4 10 1
Total cost ...	64 0 0	...	16 15 10	4 1 2	100 1 1	25 7 11	6 2 7
Municipal Schools. Cost to Provincial Revenues ...	...	...	2 13 9	...	...	...	0 4 7
Municipal Schools. Cost to Municipal Funds ...	...	...	10 10 10	4 13 6	...	9 15 6	5 7 2
Total cost ...	...	...	23 1 8	5 13 6	...	9 15 6	7 9 2
Institutions in Native States. Cost to Native State Revenues ...	...	...	28 7 0	4 14 6	...	...	19 4 0
Institutions in Native States. Cost to Local and Municipal Funds	...	...	...	...	..	...	...
Total cost ...	...	...	28 7 0	7 3 1	...	8 4 4	20 7 8
Aided Institutions. Cost to Provincial Revenues ...	47 10 10	...	12 7 5	0 1 9	67 9 0	13 10 2	2 14 3
Aided Institutions. Cost to Local and Municipal Funds	10 4 5	...	1 7 9	2 0 0	7 3 10	9 0 6	2 1 3
Total cost ...	164 2 11	...	45 6 4	2 11 4	122 8 7	53 13 0	12 2 0
Unaided Institutions—Total cost.	93 9 1	115 12 1	48 7 8	4 15 9	127 4 9	97 15 4	34 10 8
All Institutions. Cost to Provincial Revenues ...	74 9 2	330 12 2	4 12 11	0 1 4	72 11 5	30 0 2	2 6 6
All Institutions. Cost to Local and Municipal Funds,	6 2 2	...	7 0 0	3 3 2	45 2 0	2 5 2	3 14 7
Total cost ...	173 0 6	373 6 10	27 14 8	3 12 2	128 13 7	46 2 8	10 2 0

GENERAL

Return of Colleges, Schools and Scholars in the

Class of institutions.	Public							
	Under Public Manage							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.								
Arts Colleges.								
English	2	450	457	371	...	...	...	...
Oriental	1	383	361	331	1	4	5	3
Colleges or Departments of Colleges for Professional Training.								
Law	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...
Engineering	1	497	494	493	...	...	...	...
Teaching	2	71	74	71	...	...	...	...
Agriculture	1	143	145	128	...	...	...	...
Total ...	7	1,544	1,531	1,394	1	4	5	3
SCHOOL EDUCATION, GENERAL.								
Secondary Schools.								
For Boys — High Schools ...	6	2,033	2,017	1,661	41	11,635	11,404	9,827
For Boys — Middle Schools — English	...	...	..	...	13	1,822	1,678	1,421
For Boys — Middle Schools — Vernacular,	6	729	693	533	343	42,216	41,003	31,569
For Girls — High Schools ...	...	...	...	...	...	...	...	...
For Girls — Middle Schools — English	..	...	...	...	1	92	87	59
For Girls — Middle Schools — Vernacular,	...	...	...	...	...	...	...	...
Total ...	12	2,762	2,710	2,194	398	55,765	54,172	42,876
Primary Schools.								
For Boys	3	77	58	41	5,463	3,12,292	3,04,525	2,27,599
For Girls	57	2,651	2,411	1,761	355	10,784	10,323	7,585
Total ...	60	2,728	2,469	1,802	5,818	3,23,076	3,14,848	2,35,184
SCHOOL EDUCATION, SPECIAL.								
Schools for Special Instruction.								
Training Schools for Masters	6	467	470	441	106	625	616	576
Training Schools for Mistresses	3	47	49	44	...	...	...	...
Schools of Arts... ...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...
Medical Schools ...	2	329	324	320	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...
Technical and Industrial Schools	5	280	435	334	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...	...
Reformatory Schools ...	1	158	154	148	...	...	...	...
Other Schools	43	1,962	2,123	1,691	3	145	140	104
Total ...	60	3,243	3,555	2,978	109	770	756	680
Total of Colleges and Schools of Public Instruction ...	139	10,277	10,265	8,368	6,326	3,79,615	3,69,781	2,78,743

TABLE III.

United Provinces for the official year 1909-10.

Institutions.							
ment.				Under Private Management.			
Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17
...	...	...	...	13	1,875	1,778	1,436
...	...	...	...	9	677	558	499
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	22	2,552	2,336	1,935
1	378	379	281	51	14,967	14,393	12,407
...	...	...	...	43	6,345	5,993	4,946
...	...	...	...	12	1,332	1,208	930
...	...	...	...	21	2,038	1,971	1,811
...	...	...	...	22	2,143	2,078	1,918
...	...	...	...	7	505	491	416
1	378	379	281	156	27,330	26,134	22,428
5	189	193	147	3,652	1,26,048	1,22,204	94,779
...	...	...	...	505	15,099	14,475	10,772
5	189	193	147	4,157	1,41,147	1,36,679	1,05,551
...	...	...	...	...	...	...	..
...	...	...	...	7	246	243	183
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	8	612	540	432
...	...	...	...	2	37	24	23
...	...	...	...	...	...	...	....
...	...	...	...	...	...	...	...
1	28	37	37	7	286	293	233
1	28	37	37	24	1,181	1,100	871
7	595	609	465	4,359	1,72,210	1,66,249	1,30,785

GENERAL

Return of Colleges, Schools and Scholars in the

Class of institutions.	Public institutions—*(concluded)*. Under Private Management—*(concluded)*. Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand Total of scholars on the 31st of March.	Number of scholars on the 31st of March learning— English.	A classical language.	A vernacular language.	Europeans and Eurasians.
	18	19	20	21	22	23	24	25	26	27
COLLEGIATE EDUCATION.										
Arts Colleges.										
English	7	623	630	556	22	29,48	2,913	1,691	150	40
Oriental	2	183	129	124	13	1,247	390	1,209	52	...
Colleges or Departments of Colleges for Professional Training.										
Law	6	424	382	231	6	424	424	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	1	497	...	...	...	65
Teaching	...	...	...	...	2	71	71	...	32	5
Agriculture	...	...	...	...	1	143	143	...	103	...
Total ...	15	1,230	1,141	911	45	5,330	3,941	2,900	337	110
SCHOOL EDUCATION, GENERAL.										
Secondary Schools.										
For Boys. High Schools ...	13	2,908	2,833	2,375	112	31,921	29,241	10,758	27,554	1,663
For Boys. Middle Schools English ...	15	1,538	1,430	1,194	71	9,705	5,953	2,013	9,137	414
For Boys. Middle Schools Vernacular	4	114	86	86	365	44,391	...	...	44,941	...
For Girls. High Schools ...	2	66	109	97	23	2,104	1,971	665	936	1,345
For Girls. Middle Schools English ...	5	334	313	299	28	2,569	1,251	15	2,242	309
For Girls. Middle Schools Vernacular	...	...	...	...	7	505	...	...	505	...
Total ..	39	4,960	4,771	4,051	606	91,195	38,416	13,451	85,315	3,731
Primary Schools.										
For Boys	144	4,968	4,634	3,506	9,267	4,43,574	439	1,178	4,42,775	157
For Girls	19	584	538	367	936	29,118	508	21	28,835	302
Total ...	163	5,552	5,172	3,873	10,203	4,72.692	947	1,199	4,71 610	459
SCHOOL EDUCATION, SPECIAL.										
Schools for Special Instruction.										
Training Schools for Masters	...	...	...	...	112	1,092	...	23	1,092	...
Training Schools for Mistresses.	3	24	27	24	13	317	65	...	258	44
Schools of Arts ...	...	...	...	...	...	...	...	...	...	...
Law Schools... ...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	2	329	...	...	...	7
Engineering and Surveying Schools.	3	67	53	43	3	67	67	8	36	67
Technical and Industrial Schools.	6	119	50	45	19	1,011	304	6	652	11
Commercial Schools ...	1	55	46	39	3	92	60	...	32	3
Agricultural Schools ...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	1	158	...	...	158	...
Other Schools ..	...	...	...	...	54	2,421	104	254	2,063	61
Total ..	13	265	176	151	207	5,487	600	291	4,291	193
Total of Colleges and Schools of Public Instruction.	230	12,007	11,260	8,986	11,061	5,74,704	43,904	17,841	5,61,553	4 493
PRIVATE INSTITUTIONS. 1. *Advanced teaching*— (a) Arabic or Persian ...					476	10,054	64	10,144	339	...
(b) Sanskrit					444	8,691	11	8,243	317	...
(c) Any other oriental classic					...	...	...	...	...	...
2. Elementary, teaching a vernacular only or mainly. For Boys					1,942	28,894	633	1,681	26,666	...
2. Elementary, teaching a vernacular only or mainly. For Girls					140	2,328	53	10	2,376	...
3. Elementary, teaching the Koran. For Boys					1,234	17,047	5	16,901	219	...
3. Elementary, teaching the Koran. For Girls					98	792	...	774	18	...
4. Other Schools not conforming to Departmental standards. For Boys					218	4,881	2,108	118	2,978	...
4. Other Schools not conforming to Departmental standards. For Girls					7	190	...	...	190	...
Total ...					4.559	72,877	2,874	37,871	33,103	...
Grand Total ...					15,620	6,47,581	46.778	55.712	5.94 656	4,493

TABLE III.

United Provinces for the official year 1909-10—(concluded).

Classification of scholars on the 31st of March, according to race or creed.							Number of girls in boys' schools.	Number of boys in girls' schools.
Native Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.		
28	29	30	31	32	33	34	35	36
66	553	1,499	786	...	2	2	...	...
...	822	21	404	...	...	...	5	...
3	105	260	56	...	...	..	...	...
...	...	...	...	...	...	...	...	...
16	91	235	90	...	...	...	...	...
2	24	31	9	...	...	...	4	...
2	22	88	31	...	...	...	...	...
89	1,617	2,134	1,376	...	2	2	9	...
784	5,841	16,713	6,855	21	37	7	135	...
565	1,439	4,656	2,607	4	14	6	115	...
180	11,202	23,207	9,787	11	...	4	19	...
552	53	127	8	...	14	5	...	279
2,133	36	23	52	...	12	4	...	189
274	30	164	37	...	...	...	...	20
4,488	18,601	44,890	19,346	36	77	26	269	488
512	1,27,384	2,53,904	60,855	37	6	719	7,412	...
582	6,222	16,316	5,686	7	3	..	...	513
1,094	1,33,606	2,70,220	66,541	44	9	719	7,412	513
...	477	443	171	...	...	1	...	...
81	46	115	31	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
73	52	163	33	...	...	1	...	...
...	...	...	...	...	...	...	...	...
260	103	295	327	...	...	15	105	...
24	8	28	28	...	...	1	...	...
...	...	...	...	...	...	...	...	...
2	14	91	51	...	...	...	...	...
8	373	1,770	209	...	...	...	...	...
448	1,073	2,905	850	...	...	18	105	...
6,119	1,54,897	3,20,149	88,113	80	88	765	7,795	1,001
7	129	805	9,113	...	...	...	73	...
...	7,489	1,200	2	...	...	...	31	...
...	...	...	...	...	...	...	...	...
1,544	4,743	17,672	4,935	...	...	...	421	...
836	288	918	286	...	...	...	...	39
...	3	100	16,944	...	...	...	815	...
...	...	...	792	...	...	...	...	38
98	848	2,800	1,135	...	...	...	22	...
19	12	98	61	...	...	...	...	24
2,504	13,512	23,593	33,263	...	...	...	1,362	101
8,623	1,68,409	3,43,742	1,21,381	80	88	765	9,157	1,102

GENERAL TABLE IIIA.

Number of Scholars on the 31st March, classified according to sex, race, or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
COLLEGIATE EDUCATION—									
Arts Colleges—									
English ...	Male ...	16	51	552	1,499	786	...	2	2
	Female ...	24	15	1	...	...	...	...	...
Oriental ...	Male ...	...	...	822	21	399	...	...	...
	Female ...	...	...	...	...	5	...	...	...
Colleges for professional training—									
Law ...	Male ...	...	3	105	260	56	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Medicine ...	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Engineering ...	Male ...	65	16	91	235	90	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Teaching ...	Male ...	1	2	24	31	9	...	...	...
	Female ...	4	...	...	...	...	...	...	...
Agriculture ...	Male ...	...	2	22	88	31	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Total ...		**110**	**89**	**1,617**	**2,134**	**1,376**	...	**2**	**2**
SCHOOL EDUCATION—GENERAL—									
Secondary Schools—									
For Boys—									
High Schools ...	Male ...	1,528	784	5,841	16,713	6,855	21	37	7
	Female ...	135	...	...	...	...	...	...	...
Middle Schools—									
English ...	Male ...	299	565	1,439	4,656	2,607	4	14	6
	Female ...	115	...	...	...	...	...	...	...
Vernacular ...	Male ...	...	180	11,202	23,189	9,787	10	...	4
	Female ...	...	...	...	18	...	1	...	...
For Girls—									
High Schools ...	Male ...	232	37	2	4	4	...	...	...
	Female ...	1,113	515	51	123	4	...	14	5
Middle Schools—									
English ...	Male ...	139	46	2	1	1	...	...	...
	Female ...	170	2,087	34	22	51	...	12	4
Vernacular ...	Male ...	...	15	...	5	...	...	...	...
	Female ...	...	259	30	159	37	...	...	...
Total ...		**3,731**	**4,488**	**18,601**	**44,890**	**19,346**	**36**	**77**	**26**
Primary Schools—									
For Boys ...	Male ...	93	506	1,25,499	2,49,058	60,364	36	6	600
	Female ...	64	6	1,885	4,846	491	1	...	119
For Girls ...	Male ...	112	60	125	207	9	...	...	...
	Female ...	190	522	6,097	16,109	5,677	7	3	...
Total ...		**459**	**1,094**	**1,33,606**	**2,70,220**	**66,541**	**44**	**9**	**719**
SCHOOL EDUCATION—SPECIAL—									
Schools for Special Instruction—									
Training Schools	Male ...	...	...	477	443	171	..	...	1
	Female ...	44	81	46	115	31	...	...	...

GENERAL TABLE IIIA.

Number of Scholars on the 31st March, classified according to sex, race, or creed—(concluded).

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
SCHOOL EDUCATION—SPECIAL—(*concluded*).									
Schools for Special Instruction (concluded).									
Schools of Art	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	..	...	...
Law Schools	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Medical Schools	Male	..	15	51	159	33	...	...	...
	Female	7	58	1	4	...	...	...	1
Engineering and Surveying Schools.	Male	67	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Industrial Schools	Male	...	257	83	283	257	...	...	15
	Female	11	3	20	12	70	...	...	...
Commercial Schools	Male	3	24	8	28	28	...	...	1
	Female	...	...	...	...	...	...	...	...
Agricultural Schools	Male	...	...	...	...	..	...	...	...
	Female	...	...	...	...	...	...	...	...
Reformatory Schools	Male	...	2	14	91	51	...	...	...
	Female	...	...	...	...	...	...	...	...
Other Schools	Male	61	8	373	1,770	209	...	...	...
	Female	...	...	...	...	...	...	...	...
Total		193	448	1,073	2,905	850	...	...	18
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION—		4,493	6,119	1,54,897	3,20,149	88,113	80	88	765
PRIVATE INSTITUTIONS—									
1. ADVANCED TEACHING—									
(*a*) Arabic or Persian	Male	...	7	129	775	9,030	...	...	...
	Female	...	...	...	30	83	..	...	...
(*b*) Sanskrit	Male	...	...	7,457	1,153	2	...	...	...
	Female	...	...	32	47	...	...	...	...
(*c*) Any other Oriental Classic.	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—									
For Boys	Male	...	1,544	4,653	17,429	4,847	...	...	...
	Female	...	...	90	243	88	...	...	...
For Girls	Male	...	6	...	23	10	...	...	...
	Female	...	830	288	895	276	...	...	...
3. ELEMENTARY TEACHING—THE KORAN ONLY—									
For Boys	Male	...	...	3	100	16,129	...	...	...
	Female	...	...	...	...	815	...	...	...
For Girls	Male	...	...	...	...	38	...	...	...
	Female	...	...	...	...	754	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—									
For Boys	Male	...	93	844	2,791	1,131	...	...	...
	Female	...	5	4	9	4	...	...	...
For Girls	Male	...	2	2	16	4	...	...	...
	Female	...	17	10	82	57	...	...	...
Total of Private Institutions		...	2,504	13,512	23,593	33,268	...	...	...
Grand Total		4,493	8,623	1,68,409	3,43,742	1,21,381	80	88	765

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public					
	Under Public					
	Managed by Government.					
	Provincial Revenues.	District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.						
COLLEGIATE EDUCATION. English	1,59,678	...	41,768	...	477	2,01,923
Oriental	21,137	...	...	...	...	21,137
Colleges or Departments of Colleges for Professional Training.						
Law	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Engineering	2,84,953	...	2,500	...	...	2,87,453
Teaching	37,080	...	...	...	...	37,080
Agirculture...	40,151	...	...	...	...	40,151
Total ...	5 42 999	...	44 268	...	477	5 87,744
Secondary Schools.						
SCHOOL EDUCATION, GENERAL. For Boys. High Schools ...	59,938	156	35,903	...	...	95,997
Middle Schools English ...	...	...	...	...	...	...
Middle Schools Vernacular ...	5,950	...	1,029	...	...	6,979
For Girls. High Schools ...	...	...	...	...	...	...
Middle Schools English ...	...	...	...	...	...	...
Middle Schools Vernacular ...	...	...	...	...	...	...
Total ...	65 888	156	36.932	...	...	1 02 976
Primary Schools.						
For Boys	...	354	...	...	...	354
For Girls	22,254	2	...	43	5	22,304
Total ...	22 254	356	...	43	5	22 658
Schools for Special Instruction.						
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	72,297	...	...	...	431	72,728
Training Schools for Mistresses ...	13,450	...	...	...	...	13,450
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	36,491	...	...	...	...	36,491
Engineering and Surveying Schools.	...	...	..	...	...	...
Technical and Industrial Schools ...	33,278	...	1,717	50	1,045	36,090
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	..	...	...	...	...
Reformatory Schools	30 393	...	...	...	...	30,393
Other Schools	11 770	320	13,133	...	39	28,262
Total ...	2 00 679	320	1[illegible],850	50	1,515	2 17 414
Buildings	8,53,1[illegible]	2,19[illegible]	...	...	...	8,55,343
Furniture and apparatus (Special grants only).	17,575	...	..	...	...	17,575
Total ...	8 70,720	2 1[illegible]3		..	...	8 72 918
University	...	...	...	...	...	...
Direction	..	...	...	...	...	...
Inspection	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Arts Colleges	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	..
Other Professional Colleges ...	...	...	...	...	...	...
Secondary Schools	..	...	...	..	...	...
Primary Schools	...	...	...	...	...	...
Medical Schools	...	...	...	..	...	...
Technical and Industrial Schools ...	...	...	...	..	...	...
Reformatory Schools	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...
Total ...	...	...	...	...	...	.
Total Expenditure on Public Instruction.	17,02,540	3,030	96,050	93	1,997	18 0[illegible] 710

TABLE IV.

United Provinces for the official year 1909-10.

Instructions.

Management.

Managed by District or Municipal Boards.							Managed by Native States.			
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Fees.	Endowments and other sources.	Total.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...
...	32	...	...	...	288	320	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	32	...	...	...	288	320	...	...	...	...
28,842	2,45,784	16,236	2,01,423	534	2,431	4,95,250	10,777	...	...	10,777
2,665	12,128	12,546	17,404	30	853	45,626	...	...	...	...
...	2,64,222	24,793	94,462	1,925	490	3,85,892	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
817	...	2,509	...	...	...	3,326	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
32,324	5,22,134	56,084	3,13,289	2,489	3,774	9,30,094	10,777	...	...	10,777
...	10,13,912	1,08,199	1,00,661	8,223	3,270	12,34,265	947	53	388	1,388
...	48,884	23,566		...	305	72,755	...	...	...	...
...	10,62,796	1,31,765	1,00,661	8,223	3,575	13,07,020	947	53	388	1,388
...	61,449	192	...	...	...	61,641	...	...	...	...
...	...	...	...	...	...	...	..	..	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	1,069	668	30	...	762	2,529	...	506	...	306
...	62,518	860	30	...	762	64,170	...	106	...	306
8,636	4,76,931	16,973	...	4,170	456	5,07,166	...	...	...	...
...	10,704	620	...	...	...	11,324	...	...	...	...
8,636	4,87,635	17,593		4,170	456	5,18,490	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...		...
40,960	21,35,115	2,06,302	4,13,980	14,882	8,855	28,20,094	11,724	559	388	12,471

GENERAL

Return of Expenditure on Public Instruction in the

Objects of expenditure.		Public — Under Private Management — Aided by Government or by District or Municipal Boards.						
		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1		19	20	21	22	23	24	25
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.	*Arts Colleges.*							
	English	1,06,315	11,100	11,922	1,12,878	7,081	1,18,498	3,67,794
	Oriental	5,053	445	535	62	7,771	1,877	15,743
	Colleges or Departments of Colleges for Professional Training.							
	Law	...	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...	...
	Agriculture	..	...	...	...	...	...	...
	Total ...	1,11,368	11,545	12,457	1,12,940	14,852	1,20,375	3,83,537
SCHOOL EDUCATION, GENERAL.	*Secondary Schools.*							
	For Boys ... High Schools ...	1,87,580	83	12,809	2,76,076	46,969	84,098	6,07,615
	For Boys ... Middle Schools English ...	39,551	1,109	12,685	47,686	9,909	23,053	1,33,993
	For Boys ... Middle Schools Vernacular	...	3,676	960	1,638	2,766	6,502	15,542
	For Girls ... High Schools ...	69,886	...	890	1,42,616	43,141	44,222	3,00,755
	For Girls ... Middle Schools English ...	23,660	311	1,850	9,153	18,891	54,152	1,08,017
	For Girls ... Middle Schools Vernacular	5,000	3,645	775	...	154	10,891	20,465
	Total ...	3,25,677	8,824	29,969	4,77,169	1,21,830	2,22,918	11,86,387
	Primary Schools.							
	For Boys	3,302	2,03,346	24,507	14,687	14,345	17,710	2,77,897
	For Girls	11,914	32,996	12,417	4,787	11,077	19,134	92,325
	Total ...	15,216	2,36,342	36,924	19,474	25,422	36,844	3,70,222
SCHOOL EDUCATION, SPECIAL.	*Schools for Special Instruction.*							
	Training Schools for Masters ...	...	...	...	...	..	...	...
	Training Schools for Mistresses ...	16,418	260	1,500	6,419	...	5,180	29,777
	Schools of Art	...	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Engineering and Surveying Schools...	...	...	...	...	...	...	...
	Technical and Industrial Schools ...	3,128	6,750	360	461	...	11,773	22,472
	Commercial Schools	6,690	...	...	255	...	4,783	11,728
	Agricultural Schools	...	...	...	...	...	...	...
	Reformatory Schools	...	...	...	...	..	...	...
	Other Schools	1,867	331	300	3,114	78	6,227	11,917
	Total ...	28,103	7,341	2,160	10,249	78	27,963	75,894
Buildings		(a) 1,86,672	297	1,017	13,429	83,510	65,467	3,50,392
Furniture and apparatus (Special grants only)		45,974	...	370	12,563	1,933	13,399	74,239
	Total ...	2,32,646	297	1,387	25,992	85,443	78,866	4,24,631
University		...	...	...	...	..	...	...
Direction		...	...	...	...	...	...	...
Inspection		...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN—	Arts Colleges	...	...	...	...	...	...	...
	Medical Colleges	...	...	...	...	...	...	...
	Other Professional Colleges ...	...	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Technical and Industrial Schools ...	...	..	...	...	...	...	...
	Reformatory Schools	...	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...	...
Miscellaneous		..	..	..	...	...	...	...
	Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction.		7,13,010	2,64,349	82,87	6,45,824	2,47,625	4,86,966	24,40,671

(a) This item includes Rs. 1,20,000 paid to the University as a building grant

TABLE IV.

United Provinces for the official year 1909-10—(concluded)

Institutions—*(concluded)*.										
Unaided.				Total Expenditure from—						Grand Total.
								All other sources.		
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Public.	
26	27	28	29	30	31	32	33	34	35	36
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
16,067	25,919	21,390	63,376	2,65,993	11,100	11,922	1,70,713	1,48,890	24,475	6,33,093
...	5,170	2,472	7,642	26,190	477	535	62	16,653	925	44,842
31,790	...	12,429	44,219	...	...	...	31,790	12,172	257	44,219
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	2,84,953	...	...	2,500	...	...	2,87,453
...	...	...	...	37,080	...	...	...	...	...	37,080
...	...	...	...	40,151	...	...	...	...	...	40,151
47,857	**31,089**	**36,291**	**1,15 237**	**6 54,367**	**. 11,577**	**12,457**	**2,05,065**	**1,77,715**	**25,657**	**10,86 838**
56,119	13,305	1,07,498	1,76,922	2,76,360	2,46,023	29,045	5,69,521	2,02,617	62,995	13,86,561
9,923	3,338	15,363	28,624	42,216	13,237	25,231	75,013	38,070	14,476	2,08,243
137	671	1,069	1,877	5,950	2,67,898	25,753	97,266	11,784	1,639	4,10,290
6,176	...	...	6,176	69,886	...	890	1,48,792	72,706	14,657	3,06,931
897	1,835	14,980	17,712	24,477	311	4,359	10,050	86,241	3,617	1,29,055
...	...	...	...	5,000	3,645	775	...	11,045	...	20,465
73,252	**19,149**	**1,38.910**	**2,31,311**	**4,23,889**	**5,31,114**	**86,053**	**9,00,642**	**4,22,463**	**97,384**	**24,61,545**
1,216	2,415	15,643	19,274	3,302	12,17,612	1,32,706	1,16,617	50,112	12,829	15,33,178
1,193	1,988	3,316	6,497	34,168	81,882	35,983	5,980	34,842	1,026	1,93,881
2,409	**4,403**	**18.959**	**25,771**	**37,470**	**12,99,494**	**1,68 689**	**1,22,597**	**84,954**	**13,855**	**17,27,059**
...	...	...	...	72,297	61,449	192	...	141	290	1,34,369
23	2,390	1,024	3,437	29,868	260	1,500	6,442	8,594	...	46,664
...	...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	36,491	...	...	...	...	...	36,491
1,824	...	2,940	4,764	...	...	...	1,824	2,940	...	4,764
609	...	1,500	2,109	36,406	6,750	360	2,787	11,273	3,095	60,671
2,796	...	4,927	7,723	6,690	...	...	3,051	9,710	...	19,451
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	30,393	...	...	...	...	...	30,393
...	...	...	...	16,637	1,720	968	16,583	6,344	762	43,014
5 252	**2,390**	**10 391**	**18,033**	**2,28,782**	**70,179**	**3,020**	**30,687**	**39,002**	**4,147**	**3,75,817**
2,148	79,781	1,15,338	1,97,267	10,48,453	4,79,426	17,990	15,577	3,43,802	4,920	19,10,168
510	7,156	15,246	22,912	63,549	10,704	990	13,073	30,315	7,419	1,26,050
2,658	**86,937**	**1,30.584**	**2,20,179**	**11,12,002**	**4,90,130**	**18,980**	**28,650**	**3,74,117**	**12,339**	**20,36.218**
...	...	...	...	20,000	...	...	(*b*)84,353	...	...	1,04,353
...	...	...	...	74,020	...	...	...	...	...	74,020
...	...	...	...	2,14,950	2,56,304	2,202	...	...	...	4,73,456
...	...	...	...	18,935	144	432	2,616	18,366	8,274	48,767
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	22,574	144	...	...	...	...	22,718
...	...	...	...	29,204	44,000	5,100	...	12,392	4,731	95,427
...	...	...	...	176	4,606	259	...	328	...	5,369
...	...	...	...	8,182	6,431	...	...	...	240	14,853
...	...	...	...	1,565	1,116	...	...	80	...	2,761
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	5,889	...	170	...	1.764	...	7,823
...	...	...	...	92,950	54,105	3,638	3.57,098	2,49,792	28,010	7,85,593
...	...	...	...	**4 88.445**	**3.66.850**	**11.801**	**4.44.067**	**2,82,722**	**41,255**	**16.35,140**
1.31.428	**1,43,968**	**3,35,135**	**6,10 531**	**29,44 955**	(*e*)**27,69,344**	**3 01,000**	**17.31.708**	**13 80.973**	**1,94 637**	**93.22 617**

(*b*) Income from fees amounted to Rs. 99,034.

(*c*) Rupees 5,20,528 were given to the district boards during 1909-10 out of Government of India's six lakhs grant.

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General

Class of schools			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys.	Government	English	6	2,033	573	...	573	1,025	...	1,025
		Vernacular	6	729	...	...	...	222	...	222
	District Board	English	48	12,188	2,153	...	2,153	6,994	...	6,994
		Vernacular	340	41,859	...	...	...	20,256	...	20,256
	Municipal	English	6	1,269	81	...	81	579	...	579
		Vernacular	3	357	...	...	...	92	...	92
	Native States	English	1	378	29	...	29	108	...	108
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	94	21,312	2,482	17	2,499	8,930	97	9,027
		Vernacular	12	1,332	...	...	...	498	...	498
	Unaided	English	28	4,446	678	...	678	1,813	...	1,813
		Vernacular	4	114	...	...	..	45	...	45
	Total	...	548	86,017	5,996	17	6,013	40,562	97	40,659
For Girls.	Government	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	...	..	...	...	...	...	..	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	1	92	...	...	...	...	12	12
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	43	4,181	...	208	208	19	755	774
		Vernacular	7	505	...	...	...	1	56	57
	Unaided	English	7	400	...	9	9	1	63	64
		Vernacular	...	...	...	...	...	...	...	...
	Total	...	58	5,178	...	217	217	21	886	907
Total, Secondary Schools		...	606	91,195	5,996	234	6,230	40,583	983	41,566
Primary Schools—										
For Boys.	Government	... ...	3	77	...	...	...	...	...	...
	District Board	...	5,301	2,99,976	...	...	...	...	...	...
	Municipal	... ...	162	12,316	...	...	...	...	...	...
	Native States	... ..	5	189	...	...	...	...	...	...
	Aided	... ..	3,652	1,26,048	...	...	...	...	...	...
	Unaided	... ..	144	4,968	...	...	...	...	...	...
	Total	...	9,267	4,43,574	...	...	...	...	...	...
For Girls.	Government	... ...	57	2,651	...	..	...	...	...	...
	District Board	...	286	8,186	...	...	...	...	...	...
	Municipal	... ...	69	2,598	...	...	...	...	...	...
	Native States	... ...	...	...	...	...	...	...	...	...
	Aided	... ...	505	15,099	...	...	...	...	...	...
	Unaided	... ...	19	584	...	...	...	...	...	...
	Total	...	936	29,118	...	...	...	...	...	...
Total, Primary Schools		...	10,203	4,72,692	...	...	...	...	...	...
Grand Total		...	10,809	5,63,887	5,996	234	6,230	40,583	983	41,566

TABLE V.

Education in the United Provinces, at the end of the official year 1909-10.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not Reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
435	...	435	...	...	...	...	...	...	2,033	...	2,033
147	...	147	340	...	340	20	...	20	729	...	729
2,718	...	2,718	318	...	318	5	...	5	12,188	...	12,188
12,130	...	12,130	9,063	2	9,065	405	3	408	41,854	5	41,859
325	..	325	282	...	282	2	...	2	1,269	...	1,269
81	...	81	135	...	135	49	...	49	357	...	357
118	...	118	123	...	123	...	...	...	378	...	378
...	...	...	...	...	...	...	...	...	...	...	...
5,216	99	5,315	4,350	17	4,367	97	7	104	21,075	237	21,312
266	2	268	505	10	515	49	2	51	1,318	14	1,332
1,068	10	1,078	829	3	832	45	...	45	4,433	13	4,446
10	...	10	59	...	59	...	...	...	114	...	114
22,514	111	22,625	16,004	32	16,036	672	12	684	85,748	269	86,017
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	7	7	...	29	29	...	44	44	...	92	92
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...	...
115	869	984	191	1,457	1,648	104	463	567	429	3,752	4,181
3	84	87	16	306	322	...	39	39	20	485	505
19	82	101	13	156	169	6	51	57	39	361	400
...	...	...	...	...	...	...	...	...	...	...	...
137	1,042	1,179	220	1,948	2,168	110	597	707	488	4,690	5,178
22,651	1,153	23,804	16,224	1,980	18,204	782	609	1,391	86,236	4,959	91,195
...	...	...	29	2	31	46	...	46	75	2	77
45,583	54	45,637	2,26,675	3,390	230,065	23,278	996	24,274	2,95,536	4,440	2,99,976
896	...	896	10,381	13	10,394	1,023	3	1,026	12,300	16	12,316
19	...	19	157	...	157	13	...	13	189	...	189
3,449	44	3,493	1,07,438	2,100	1,09,538	12,316	701	13,017	1,23,203	2,845	1,26,048
192	4	196	3,773	70	3,843	894	35	929	4,859	109	4,968
50,139	102	50,241	3,48,453	5,575	3,54,028	37,570	1,735	39,305	4,36,162	7,412	4,43,574
...	150	150	...	2,177	2,177	...	324	324	...	2,651	2,651
...	138	138	18	6,813	6,831	8	1,209	1,217	26	8,160	8,186
...	60	60	...	2,297	2,297	...	241	241	...	2,598	2,598
...	...	...	...	...	...	...	...	...	...	...	...
35	553	588	247	11,860	12,107	154	2,250	2,404	436	14,663	15,099
6	16	22	34	367	401	11	150	161	51	533	584
41	917	958	299	23,514	23,813	173	4,174	4,347	513	28,605	29,118
50,180	1,019	51,199	3,48,752	29,089	3,77,841	37,743	5,909	43,652	4,36,675	36,017	4,72,692
72,831	2,172	75,003	3,64,976	31,069	3,96,045	38,525	6,518	45,043	5,22,911	40,976	5,63,887

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of examination.	Number of institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts	1	3	1	5	5	10	1	4	20
2. Previous M. A.	2	4	2	8	10	25	4	19	58
3. Final M. Sc.	2	...	...	2	5	...	...	...	5
4. Previous M. Sc.	1	1	...	2	4	1	...	...	5
5. Bachelor of Arts	2	9	2	13	66	363	75	29	533
6. B. Sc.	2	5	2	9	53	49	23	1	126
7. First B. A.	...	...	...	...	...	...	...	...	...
7. First B. Sc.	...	...	...	...	...	...	...	...	...
7. First Arts	2	13	5	20	115	743	234	56	1,148
7. Previous Examination	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning ...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit (1)	2	1	5	8	91	1	19	14	125
3. Honours in Arabic	...	...	...	..	...	...	..	..	...
3. Honours in Persian...	...	...	...	...	...	...	...	...	...
3. Honours in Urdu	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit (1) ...	5	11	82	98	109	58	298	19	484
4. High Proficiency in Arabic (2) ...	...	1	2	3	...	1	2	...	3
4. High Proficiency in Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Urdu	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit (1)	4	12	130	146	34	41	461	12	548
5. Proficiency in Arabic (3)	2	1	5	8	2	3	9	1	15
5. Proficiency in Persian	...	...	...	...	...	...	...	...	...
5. Proficiency in Urdu	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Law	...	...	...	...	...	..	...	...	...
2. Bachelor of Law	...	...	5	5	...	...	96	...	96
3. Previous LL. B. of 1909	1	...	7	8	13	...	177	...	190
4. Previous LL. B. of 1910	1	...	7	8	8	...	197	1	206
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. L. M. S.	...	...	...	...	...	...	...	...	...
4. First M. B.	...	...	...	...	...	...	..	...	...
4. First L. M. S.	...	...	...	...	...	...	...	...	...
Engineering.									
					22	...	...	...	22
					1	...	...	...	1
					38	...	...	...	38
					60	...	...	...	60
1. M. C. E.					5	...	...	...	5
2. B. C. E.	1	...	...	1					
3. L. C. E.					25	...	...	...	25
4. First L. C. E.									
					17	...	...	...	17
					22	...	...	...	22
					22	...	...	...	22
Teaching	2	...	...	2	64	...	...	...	64
Agriculture...	1	...	...	1	39	...	...	...	39

TABLE VI.

the United Provinces during the official year 1909-10.

Number passed.					Race or creed of passed scholars.								
							Hindus.						
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
4	8	1	2	15	1	...	6	5	3	...	...	...	
6	16	2	10	34	...	1	7	20	6	...	...	...	
5	...	...	...	5	...	...	3	2	...	...	...	...	
4	...	...	...	4	...	...	1	3	...	...	...	...	
22	146	21	6	195	5	4	37	119	30	...	...	...	
23	14	10	...	47	...	...	15	31	1	...	...	...	
..	...	...	...	...	...	...	...	...	..	...	...	..	
...	...	...	...	..	...	...	...	...	..	...	...	...	
62	307	105	20	494	16	14	111	228	125	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	..	...	...	...	...	...	...	...	...	...	...	..	
60	1	13	6	80	...	...	80	...	..	...	...	...	(1) Sanskrit College examinations.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
56	33	163	7	259	...	...	259	...	...	...	...	...	
...	1	2	...	3	...	...	...	...	3	...	...	...	(2) Fazil examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	..	...	...	...	...	...	...	...	...	
12	9	137	1	159	...	...	156	3	...	...	...	...	
...	1	5	...	6	...	...	...	...	6	...	...	...	(3) Mulla examination.
...	...	...	..	...	..	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	...	...	...	...	
...	...	64	...	64	...	...	26	25	13	...	...	...	
2	...	102	..	104	...	1	29	56	18	...	...	...	
4	...	106	...	110	...	...	38	58	14	...	...	...	
...	...	...	...	...	...	...	...	..	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
22	...	...	...	22	4	...	1	14	3	...	...	...(4)	(4) Civil Engineer.
1	...	...	...	1	...	...	1	...	...	...	...	...(5)	(5) Electrical Engineer
38	...	...	...	38	19	...	2	15	2	...	...	...(6)	(6) Upper Subordinate..
60	...	...	...	60	...	...	11	43	6	...	...	...(7)	(7) Lower Subordinate.
5	...	...	..	5	...	...	2	2	1	...	...	...(8)	(8) Draftsman and Computor.
25	...	...	...	25	...	...	8	13	4	...	...	...(9)	(9) Technical.
17	...	...	...	17	1	...	1	10	5	...	...	...(10)	(10) Mechanical Apprentice.
22	...	...	...	22	..	2	5	10	5	...	...	...(11)	(11) Industrial.
22	...	...	...	22	3	1	1	7	10	...	...	...(12)	(12) A. D. Class.
58	...	...	...	58	4	2	19	26	7	...	...	...	
32	...	...	...	32	...	...	7	21	4	...	...	...	

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of examination.	Number of institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
SCHOOLS FOR GENERAL EDUCATION.									
1. Matriculation ... For Boys ...	46	42	11	99	1,133	994	232	63	2,422
For Girls ...	...	4	...	4	...	17	...	1	18
2. School Leaving Certificate Examination ...	9	5	2	16	233	50	42	...	325
3. High School Examination for Europeans. For Boys ...	...	10	2	12	...	83	25	1	109
For Girls ...	...	11	3	14	...	54	7	1	62
4. Middle School Examination for Europeans. For Boys ...	...	11	2	13	...	103	5	1	109
For Girls ...	...	16	2	18	...	63	4	...	67
5. Middle English Examination for Girls ...	...	19	1	20	...	114	3	8	125
6. Middle Vernacular. For Boys ...	349	10	3	362	6,903	138	17	712	7,770
For Girls ...	2	1	1	4	18	10	2	8	38
7. Upper Primary Examination. For Boys ...	2,706	270	23	2,999	22,159	2,340	238	12	24,749
For Girls ...	16	27	3	46	27	214	46	...	287
8. Lower Primary Examination. For Boys ...	...	...	...	...	...	...	...	...	...
For Girls ...	...	...	...	...	...	...	...	...	...
9. Public service certificate examination. English ...	...	..	...	...	...	...	...	...	...
Vernacular ...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL EDUCATION.									
1. Training School Examination for Masters. Upper ...	6	...	...	6	226	...	..	72	298
Lower ...	106	...	...	106	606	...	...	17	623
2. Training School Examination for Mistresses. Upper ...	1	5	1	7	9	26	7	...	42
Lower ...									
3. School of Arts Examination ...	...	...	...	...	...	...	...	...	...
4. Vernacular Medical Examination ...	2	...	...	2	82	...	...	...	82
5. Examination in Engineering	...	...	...	...	...	...	...	...	...
6. Examination in Surveying	...	...	1	1	...	...	2	...	2
7. Industrial School Examination... ...	1	1	...	2	125	132	...	2	259
8. Commercial School Examination ...	...	...	...	...	...	...	...	...	...
9. Agricultural School Examination ...	...	...	...	...	...	...	...	...	...
10. Sanskrit Title Examination	...	...	...	...	..	...	...	...	...
11. Madrassa Central Examination ...	...	...	...	...	...	...	...	...	...
12. Other Schools Examination	43	...	...	43	3,453	...	...	378	3,831

TABLE VI.

the United Provinces during the official year 1909-10—(concluded).

Number passed.					Race or creed of passed scholars.								
							Hindus.						
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
374	244	57	3	678	...	9	63	493	111	...	1	1	
...	7	...	...	7	...	7	...	...	...	...	...	...	
107	16	14	...	137	...	1	33	71	32	...	...	...	
...	59	10	...	69	65	1	1	...	2	...	...	...	
...	27	1	...	28	28	...	...	..	...	...	...	...	
...	51	4	1	56	54	...	...	2	...	...	...	...	
...	32	3	...	35	35	...	..	...	...	...	...	...	
...	62	2	1	65	...	63	1	1	...	...	...	...	
5,389	90	11	296	5,786	...	1	1,794	3,133	858	...	...	...	
12	3	1	2	18	...	3	4	5	6	...	...	...	
16,853	1,616	184	9	18,662	1	62	5,243	10,445	2,903	1	1	6	
19	156	23	...	198	...	156	10	23	9	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	..	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	...	...	...	...	
159	...	...	61	220	...	...	106	79	35	...	...	...	
500	...	...	13	513	...	...	203	234	74	...	...	2	
9	24	5	...	38	15	14	1	3	5	...	...	....	
...	...	...	..	...	...	...	...	...	..	...	...	...	
59	...	...	...	59	1	13	9	30	5	...	...	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	2	...	2	2	...	...	...	...	...	...	...	
89	95	...	2	186	...	3	23	101	59	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	..	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
1,397	...	...	181	1,578	...	...	185	1,301	92	...	...	...	

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.		Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure of District In Institutions managed by Provincial Revenues.	Expenditure of District In Institutions managed by District Funds.
1		2	3	4	5	6	7
	Arts Colleges.					Rs	Rs.
Collegiate Education.	English	...	...	...	...	...	...
	Oriental	1	4	5	3	...	32
	Colleges or Departments of Colleges for Professional Training.						
	Law	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...
	Total ...	1	4	5	3	...	32
	Secondary Schools.						
School Education, General.	For Boys. High Schools ...	40	11,144	10,941	9,431	26,342	2,45,784
	For Boys. Middle Schools English...	8	1,044	992	834	1,461	12,032
	For Boys. Middle Schools Vernacular	340	41,859	40,659	31,285	...	2,64,222
	For Girls. High Schools ...	...	...	...	...	..	...
	For Girls. Middle Schools English...	...	...	...	...	...	...
	For Girls. Middle Schools Vernacular	...	...	...	...	...	...
	Total ...	388	54,047	52,592	41,550	27,803	5,22,038
	Primary Schools.						
	For Boys	5,301	2,99,976	2,92,683	2,18,565	...	10,05,735
	For Girls	286	8,186	7,907	5,832	...	48,884
	Total ...	5,587	3,08,162	3,00,590	2,24,397	...	10,54,619
	Schools for Special Instruction.						
School Education, Special.	Training Schools for Masters	106	625	616	576	...	61,449
	Training Schools for Mistresses	...	...	...	...	...	..
	Schools of Art	...	...	..	...	...	...
	Law Schools	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...	...
	Engineering and Surveying Schools	...	...	...	...	...	...
	Technical and Industrial Schools	...	...	...	...	...	...
	Commercial Schools ...	...	...	...	..	...	...
	Agricultural Schools ...	...	...	...	...	...	...
	Other Schools ...	2	75	73	51	...	1,069
	Total ...	108	700	689	627	..	62,518
Inspection.		...	...	...	...	...	...
Scholarships held in	Arts Colleges ...	...	...	...	...	...	...
	Medical Colleges ...	...	...	...	...	...	...
	Other Professional Colleges ...	...	...	.	...	...	..
	Secondary Schools ...	...	...	...	...	...	...
	Primary Schools ...	...	...	...	.	..	...
	Medical Schools ...	...	...	...	...	...	...
	Technical and Industrial Schools ...	...	...	...	...	...	...
	Other Special Schools Reformatory	...	...	...	...	...	...
	Other Special Schools Other ...	...	...	...	...	...	...
Buildings		...	...	...	...	8,636	4,76,931
Furniture and Apparatus (Special Grants only).		...	...	...	...	...	10,704
Miscellaneous		...	...	...	...	..	...
Toal ...		...	...	...	...	8 636	4 87.635
Grand Total ...		6,084	3,62,913	3,53,876	2,66,577	36,439	21,26,842

TABLE VII.

Instruction in the United Provinces for the official year 1909-10.

Boards on Public Instruction.								
District Boards.					In Institutions managed by—			Total District Fund Expenditure on Public Instruction.
Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private person or associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	11,100	11,100
...	...	...	288	320	...	...	445	477
...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	..	..	...	..	..	...	...	...
...	..	...	288	320	...	...	11,545	11,577
13,800	193,960	534	2,431	4,82,851	156	...	83	2,46,023
4,267	10,228	30	853	28,871	...	96	1,109	13,237
21,144	94,089	1,925	490	3,81,870	...	...	3,676	2,67,898
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	311	311
...	...	...	...	...	...	...	3,645	3,645
39 211	2.98.277	2 489	3,774	8,93,592	156	96	8.824	5,31,114
55,671	94,660	8,233	3,270	11,67,559	354	8,177	2,03,346	12,17,612
7,002	...	...	275	56,161	2	...	32,996	81,882
62 673	94,660	8.223	3,545	12,23,720	356	8,177	2,36.342	12,99.494
192	...	...	..	61,641	...	...	...	61,449
...	...	...	...	...	...	...	260	260
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	6,750	6,750
...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	30	...	762	1.861	320	...	331	1,720
192	30	...	762	63.502	320	...	7,341	70 179
...	...	...	...	...	...	...		2,56,304
...	...	...	...	...	...	...	...	144
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	144
...	...	...	...	...	...	...	...	44,000
...	...	...	...	...	...	...	...	4,606
...	...	...	...	...	...	...	...	6,431
...	...	...	...	...	...	...	...	1,116
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
908	...	4,170	456	4,91,101	2,198	...	297	4,79,426
216	...	...	...	10,920	...	...	...	10,704
...	...	...	...	...	...	...	...	54,105
1.124	...	4 170	456	5.02,021	2,198	...	297	8,56,980
1,03,200	3,92,967	14,88	8,825	26,83,155	3,030	8,273	2,64 349	27,69,344

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.		Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure of Municipal Boards in Institutions managed by: Provincial Revenues.	Expenditure of Municipal Boards in Institutions managed by: Municipal Funds.
1		17	18	19	20	21	22
						Rs.	Rs.
COLLEGIATE EDUCATION.	*Arts Colleges.*						
	English	...	...	...	...	...	..
	Oriental	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...
	Engineering	...	..	...	...	...	...
	Teaching	...	...	...	..	...	...
	Agriculture	...	..	...	...	...	...
	Total ...	..	..	...	...	...	...
SCHOOL EDUCATION, GENERAL.	*Secondary Schools.*						
	For Boys. High Schools ...	1	491	463	396	2,500	2,436
	For Boys. Middle Schools English...	5	778	686	587	1,204	8,279
	For Boys. Middle Schools Vernacular	3	357	344	284	...	3,649
	For Girls. High Schools ...	...	...	...	...	...	...
	For Girls. Middle Schools English	1	92	87	59	817	2,509
	For Girls. Middle Schools Vernacular	...	...	...	...	...	...
	Total ..	10	1,718	1,580	1,326	4,521	16,873
	Primary Schools.						
	For Boys	162	12,316	11,842	9,034	...	52,528
	For Girls	69	2,598	2,416	1,753	..	16,564
	Total ...	231	14,914	14,258	10,787	...	69,092
SCHOOL EDUCATION, SPECIAL.	*Schools for Special Instruction.*						
	Training Schools for Masters ...	...	...	...	...	...	...
	Training Schools for Mistresses	...	...	...	...	..	...
	Schools of Art	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...
	Engineering and Surveying Schools.	...	...	...	...	...	...
	Technical and Industrial Schools.	...	...	...	...	...	...
	Commercial Schools ...	...	...	...	...	...	...
	Agricultural Schools ...	...	...	...	...	...	...
	Other Schools	1	70	67	53	..	668
	Total ...	1	70	67	53	...	668
Inspection.		...	...	...	...	...	...
Scholarships held in—	Arts Colleges ...	...	...	...	...	...	...
	Medical Colleges ...	...	...	...	...	...	...
	Other Professional Colleges.	...	...	...	...	...	...
	Secondary Schools ...	...	...	...	...	...	...
	Primary Schools ...	...	...	...	...	...	...
	Medical Schools ...						
	Technical and Industrial Schools.	...	...	...	...	...	...
		...	...	...	...	...	...
	Other Special Schools Reformatory	...	...	...	...	...	...
	Other Special Schools Other ...	...	...	...	..	...	...
		...	...	...	...	...	...
Buildings		...	..	...	...	...	16,065
Furniture and Apparatus (Special Grants only).		...	...	...	...	...	404
Miscellaneous		...	...	...	...	...	...
Total ...		...	...	...	...	...	16,469
Grand Total ...		242	16,702	15,905	12,166	4,521	1,03,102

TABLE VII.

Instruction in the United Provinces for the official year 1909-10—(concluded).

on Public Instruction.							
Municipal Boards.				In Institutions managed by—			Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
District Funds.	Fees.	Endowments and other sources.	Total.	District Boards.	Private persons or associations.	Total Municipal Expenditure on Public Instruction.	
23	24	25	26	27	28	29	30
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...		11,922	11,922	23,022
...	...	...	...	...	535	535	1,012
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	....	...	...
...	...	...	...	...	12,457	12,457	24,034
...	7,463	...	12,399	13,800	12,809	29,045	2,75,068
96	7,176	...	16,755	4,267	12,685	25,231	38,468
...	373	...	4,022	21,144	960	25,753	29,3651
...	...	...	...	...	890	890	890
...	...	...	3,326	...	1,850	4,359	4,670
...	...	...	...	...	775	775	4,420
96	15,012	...	36,502	39,211	29,969	86,053	6,17,167
8,177	6,001	...	66,706	55,671	24,507	1,32,706	13,50,318
...	...	30	16,594	7,002	12,417	35,983	1,17,865
8,177	6,001	30	83,300	62,673	36,924	1,68,689	14,68,183
...	...	...	...	192	...	192	61,641
...	...	...	...	...	1,500	1,500	1,760
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	360	360	7,110
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	668	...	300	968	2,688
...	...	...	668	192	2,160	3,020	73,199
...	...	...	...	...	...	2,202	2,58,506
...	...	...	...	...	...	432	576
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	144
...	...	...	...	...	...	5,100	49,100
...	...	...	...	...	...	259	4,865
...	...	...	...	...	...	...	6,431
...	...	...	...	...	...	...	1,116
...	...	...	...	...	...	...	...
...	...	...	...	...	...	170	170
...	...	...	16,065	908	1,017	17,990	4,97,416
...	...	...	404	216	370	990	11,694
...	...	...	...	...	...	3,638	57,743
...	...	...	16,469	1,124	1,387	30,781	8 87,761
8,273	21,013	30	1,36,939	1,03,200	82,897	3,01,000	30 70,244

GENERAL TABLE VIII.

Return showing the attendance and expenditure in Hostels or Boarding-houses for the official year 1909-10.

Class of hostels or boarding-houses.	Number of—		Number of boarders who are students of—					Expenditure from—				
	Hostels or boarding houses.	Boarders.	Arts Colleges.	Colleges for Professional training.	Secondary schools.	Primary schools.	Special schools.	Provincial Revenues.	Local or Municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13
								Rs.	Rs.	Rs.	Rs.	Rs.
For Males.												
1. Managed by Government ...	25	1,094	50	256	181	10	597	10,657	74	...	1,222	11,953
2. Managed by Local or Municipal Boards ...	392	8,400	...	...	7,817	281	302	...	42,592	969	18,641	62,202
3. Aided by Government or by Local or Municipal Boards ...	36	2,172	304	30	1,475	226	137	26,184	560	20,310	84,038	1,31,092
4. Unaided ...	85	3,921	996	188	2,175	535	27	...	...	88,856	1,01,363	1,90,219
Total ...	538	15,587	1,350	474	11,648	1,052	1,063	36,841	43,226	1,10,135	2 05,264	3,95,466
For Females.												
1. Managed by Government ...	3	123	...	...	...	40	83	2,216	...	...	...	2,216
2. Aided by Government or by Local or Municipal Boards ...	21	1,476	8	27	999	325	3	12,112	1,398	47,552	83,786	1,44,848
3. Unaided ...	32	2,648	20	...	1,556	960	64	...	...	96,518	48,912	1,45,430
Total ...	56	4 247	28	27	2,555	1,325	150	14,328	1,398	1,44 070	1,32,698	2,92,494
Grand total ...	594	19,834	1,378	501	14,203	2,377	1,213	51,169	44,624	2,54,205	3,37,962	6,87,960

GENERAL TABLE III.

Return of Colleges, Schools and Scholars in the United Provinces for the official year 1909-10.

(For Europeans and Eurasians.)

Class of institutions.	Public institutions. Under Private Management. Aided by Government or by District or Municipal Boards. Number of institutions.	Aided by Government or by District or Municipal Boards. Number of scholars on the rolls on 31st March.	Aided by Government or by District or Municipal Boards. Average number on the rolls monthly during the year.	Aided by Government or by District or Municipal Boards. Average daily attendance.	Unaided. Number of institutions.	Unaided. Number of scholars on the rolls on 31st March.	Unaided. Average number on the rolls monthly during the year.	Unaided. Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.	Number of scholars on the 31st of March learning— English.	A classical language.	A vernacular language.	Classification of scholars on the 31st of March according to race or creed. Europeans and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans	Hindus. Muhammadans.	Buddhists.	Parsis.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Arts Colleges.																							
COLLEGIATE EDUCATION. English	2	7	5	5	4	21	21	20	6	28	28	18	...	27	...	1	...	...	...	...	...	...	...
Total ...	2	7	5	5	4	21	21	20	6	28	28	18	...	27	...	1	...	...	...	...	...	...	...
Secondary Schools.																							
SCHOOL EDUCATION, GENERAL. For Boys, English... High ...	10	1,400	1,390	1,332	3	277	287	266	13	1,677	1,677	427	1,255	1,651	3	8	...	5	...	10	...	135	...
For Boys, English... Middle ..	4	395	387	346	1	32	39	38	5	427	427	36	207	412	1	...	6	...	...	8	...	115	...
For Girls, Do. ... High ...	15	1,329	1,301	1,223	2	66	109	97	17	1,895	1,386	465	265	1,326	24	14	15	..	...	11	5	...	230
For Girls, Do. ... Middle ...	4	296	286	235	1	36	26	22	5	332	332	14	124	308	...	2	...	6	...	12	4	...	139
Total ...	33	3,420	3,364	3,136	7	411	461	423	40	3,831	3,822	942	1,851	3,697	28	24	21	11	...	41	9	250	369
Primary Schools.																							
For Boys	4	119	124	106	3	46	44	35	7	165	165	...	23	157	4	1	1	1	...	1	...	64	...
For Girls	6	242	239	201	2	58	57	49	8	300	300	...	38	296	1	...	...	...	...	3	...	...	108
Total ...	10	361	363	307	5	104	101	84	15	465	465	...	61	453	5	1	1	1	...	4	...	64	108
Schools for Special Instruction.																							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ditto Mistresses	2	36	37	37	...	...	...	...	2	36	34	...	...	35	1	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	3	11	4	4	3	11	10	...	3	11	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	3	67	53	43	3	67	67	8	36	67	...	...	...	...	..	...	...	...	...
Other Schools	2	54	53	43	...	...	...	...	2	54	54	...	...	54	...	...	...	...	...	...	...	...	...
Total ...	4	90	90	80	6	78	57	47	10	168	165	8	39	167	1	...	...	...	...	...	...	...	...
Total of Colleges and Schools of Public Instruction	49	3,878	3,822	3,528	22	614	640	574	71	4,492	4,480	968	1,951	4,344	34	26	22	12	...	45	9	314	477

GENERAL

Return of Expenditure on Public Instruction in the

(For Europeans

Objects of Expenditure.	Public Institutions.						
	Under private Management.						
	Aided by Government or by District or Municipal Boards						
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and Other sources.	Total.	Fees.
1	2	3	4	5	6	7	8
COLLEGIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
English	3,840	...	1,737	275	878	6,730	...
Total ...	3,840	...	1,737	275	878	6,730	...
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys, English... High ...	78,101	630	83,508	7,349	32,581	2,02,169	17,281
For Boys, English... Middle ...	13,131	960	3,463	5,828	8,205	31,587	2,115
For Girls, English... High ...	59,781	430	1,26,791	30,112	21,436	2,38,550	6,176
For Girls, English... Middle ...	7,486	450	7,955	3,617	4,384	23,892	897
Total ...	1,58,499	2,470	2,21,717	46,906	66,606	4,96,198	26,469
Primary Schools.							
For Boys	3,079	240	2,685	...	4,331	10,335	903
For Girls	4,943	460	3,713	3,068	5,583	17,767	1,193
Total ...	8,022	700	6,398	3,068	9,914	28,102	2,096
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	...	...	...	...	...	...
Training Schools for Mistresses ...	7,685	...	4,441	...	...	12,126	...
Schools of Art	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	1,824
Technical and Industrial Schools...	...	...	...	...	...	...	...
Other Schools	765	...	206	...	1,396	2,367	...
Total ...	8,450	...	4,647	...	1,396	14,493	1,824
Buildings	35,298	...	..	36,611	26,405	98,314	2,148
Furniture and apparatus (Special grants only).	11,102	...	1,776	...	...	12,878	510
Total	46,400	...	1,776	36,611	26,405	1,11,192	2,658
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN. Arts Colleges	...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	..	...	...	...	...	...	..
Total ...	...	...	...	...	...	...	...
Total expenditure on Public Instruction	2,25,211	3,170	2,36,275	86,860	1,05,199	6,56,715	33,047

TABLE IV.

United Provinces for the official year 1909-10.

and Eurasians.)

Unaided.			Total expenditure from—					Grand total.
Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	All other sources— Private	All other sources— Public.	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	3,840	...	1,737	275	878	6,730
...	...	...	3,840	...	1,737	275	878	6,730
...	19,852	37,133	78,101	630	1,00,789	46,961	12,821	2,39,302
...	1,411	3,526	13,131	960	5,578	8,589	6,855	35,113
...	...	6,176	59,781	430	1,32,967	36,891	14,6 .7	2,44,726
709	360	1,966	7,486	450	8,852	5,453	3,617	25,858
709	21,623	48,801	1,58,499	2,470	2,48,186	97,894	37,950	5,44,999
404	1,611	2 918	3,079	240	3,588	4,041	2,305	13,253
960	1,026	3,179	4,943	460	4,906	9,611	1,026	20,946
1,364	2,637	6,097	8,022	700	8,494	13,652	3,331	34,199
...	...	...	...	...	...	...	...	...
...	...	...	7,685	...	4,441	...	...	12,126
...	...	...	...	...	...	...	...	...
...	2,940	4,764	...	...	1,824	2,940	...	4,764
...	...	...	...	...	...	...	...	*...
...	...	...	765	...	206	1,396	...	2,367
...	2,940	4,764	8,450	...	6,471	4 336	...	19,257
...	...	2,148	35,298	...	2,148	63,016	...	1,00,462
...	...	510	11,102	...	2,286	...	...	13,388
...	...	2,658	46,400	...	4,434	63,016	...	1,13,850
...	...	...	...	...	...	...	...	...
...	...	...	4,963	...	...	2,925	...	7,888
...	...	...	...	...	...	...	...	...
...	...	...	7,077	...	...	...	...	7,077
..	...	...	...	...	...	...	...	...
...	...	...	660	...	...	...	...	660
...	...	...	5,889	...	...	...	...	5,889
...	...	...	39,814	560	1,92,138	69,573	...	3,02,085
...	...	...	58,403	560	1,92,138	72,498	...	3,23 599
2,073	27,200	62,320	2,83,614	3,730	4,61,460	2,51,671	42 159	10,-2,634

*Expenditure not shown separately.

GENERAL TABLE V.

(For Europeans and Eurasians.)

Return of the Stages of Instruction of Pupils in Public Schools for General Education in the United Provinces at the end of the official year 1909-10.

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Reading Printed Books.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Not Reading Printed Books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys	Girls.	Total.	Boys.	Girls.	Total.	Boys	Girls.	Total.
Secondary Schools—																				
For Boys. Aided, English	14	1,795	204	17	221	622	97	719	486	99	585	230	17	247	16	7	23	1,558	237	1,795
For Boys. Unaided, English	4	309	95	...	95	131	...	131	64	10	74	6	3	9	...	...	...	296	13	309
Total ...	18	2 104	299	17	316	753	97	850	550	109	659	236	20	256	16	7	23	1,854	250	2,104
For Girls. Aided, English	19	1,625	...	127	127	19	380	399	113	374	487	159	323	487	50	75	125	341	1,284	1,625
For Girls. Unaided, English	3	102	...	9	9	...	24	24	18	28	46	9	13	22	1	...	1	28	74	102
Total ...	22	1,727	...	136	136	19	404	423	131	402	533	168	341	509	51	75	126	369	1,358	1,727
Total Secondary Schools	40	3,831	299	153	452	772	501	1,273	681	511	1,192	404	361	765	67	82	149	2 223	1,608	3,831
Primary Schools—																				
For Boys. Aided ...	4	119	...	...	...	...	...	...	19	20	39	46	27	73	6	1	7	71	48	119
For Boys. Unaided ...	3	46	...	...	...	...	...	...	7	4	11	21	9	30	2	3	5	30	16	46
Total ...	7	165	...	...	...	...	...	...	26	24	50	67	36	103	8	4	12	101	64	165
For Girls. Aided ...	6	242	...	...	...	...	...	...	23	73	96	42	69	111	19	16	35	84	158	242
For Girls. Unaided ...	2	53	...	...	...	...	...	...	6	13	19	16	20	36	2	1	3	24	34	58
Total ...	8	300	...	...	...	...	...	...	29	86	115	58	89	147	21	17	38	108	192	300
Total, Primary Schools	15	465	...	...	...	...	...	...	55	110	165	125	125	250	29	21	50	209	256	465
Grand Total ...	55	4,296	299	153	452	772	501	1,273	736	621	1,357	529	486	1,015	96	103	199	2,432	1,864	4,296

APPENDICES.

PROVINCIAL TABLE A.—*Showing the number of scholars and percentage under instruction in each district for the year ending 31st March 1910.*

District.	Population.			Number of scholars.			Percentage of male scholars to male population of school-going age.	Percentage of female scholars to female population of school-going age.	Percentage of total scholars to total population of school-going age.
	Male.	Female.	Total.	Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10
Dehra Dun ...	102,826	75,369	178,195	3,760	925	4,685	24·38	8·18	17·53
Saharanpur ...	560,843	484,387	1,045,230	14,046	1,316	15,362	16·69	1·81	9·80
Muzaffarnagar ...	469,243	407,945	877,188	14,839	618	15,457	21·08	1·01	11·75
Meerut ...	820,563	719,612	1,540,175	20,682	1,586	22,268	16·80	1·47	9·64
Bulandshahr ...	599,108	538,993	1,138,101	14,388	884	15,272	16·01	1·09	8·95
Aligarh ...	634,872	565,950	1,200 822	14,343	1.344	15,687	15·06	1·58	8·71
Total ...	**3,187,455**	**2,792,256**	**5.979.711**	**82,058**	**6.673**	**88,731**	**17·16**	**1·59**	**9·89**
Muttra ...	409,030	354,069	763,099	9,459	561	10,020	15·42	1·06	8·75
Agra ...	568,822	491,706	1,060,528	15,101	1,824	16,925	17·70	2·47	10·64
Farrukhabad ...	500,897	424,915	925,812	11,279	1,209	12,488	15·01	1·90	8·99
Mainpuri ...	451,356	378,001	829,357	8,184	692	8,876	12·09	1·22	7·13
Etawah ...	437,913	368,885	806,798	9,155	1,333	10,488	13·93	2·40	8·67
Etah ...	466,787	397,161	863.948	8,068	878	8,946	11·52	1·47	6·90
Total ...	**2,834,805**	**2,414,737**	**5,249,542**	**61,246**	**6,497**	**67,743**	**14·40**	**1·79**	**8·60**
Bareilly ...	585,304	504,813	1,090,117	10,814	1,743	12,557	12·32	2·30	7·68
Bijnor ...	406,697	373,254	779,951	12,641	1,803	14,444	20·72	3·21	12·35
Budaun ...	553,120	472,633	1,025,753	10,758	2,585	13,343	12·97	3·64	8·67
Moradabad ...	631,224	560,769	1,191,993	15,801	2,205	18,006	16·69	2·62	10·07
Shahjahanpur ...	494,919	426,616	921,535	10,973	1,267	12,240	14·78	1·98	8·85
Pilibhit ...	249,615	220,724	470,339	4,776	534	5,310	12·75	1·61	7·53
Total ...	**2,920,879**	**2,558,809**	**5,479.688**	**65,763**	**10,137**	**75,900**	**15·00**	**2·64**	**9·23**
Cawnpore ...	673,932	584,936	12,58,868	15,871	1,316	17,187	15·69	1·49	9·10
Fatehpur ...	349,381	337,010	686,391	9,570	379	9,949	18·26	·75	9·66
Banda ...	317,599	313,459	631,058	7,659	382	8,041	16·07	·81	8·49
Hamirpur ...	230,204	228,338	458,542	6,373	393	6,766	18·46	1·15	9·84
Allahabad ...	744,654	744,704	1,489,358	18,612	1,618	20,230	16·66	1·45	9·06
Jhansi ...	315,297	301,462	616,759	8,388	685	9,073	17·75	1·51	9·81
Jalaun ...	206,277	193,449	399,726	6,157	247	6,404	19·90	·85	10·68
Total ...	**2.837,344**	**2,703.358**	**5,540,702**	**72,630**	**5,020**	**77,650**	**17·06**	**1·24**	**9·34**
Benares ...	445,047	437,037	882,084	22,346	2,052	24,398	33·47	3·13	18·44
Mirzapur ...	530,075	552,355	1,082,430	12,512	712	13,224	15·74	·86	8·14
Jaunpur ...	589,828	613,092	1,202,920	19,430	1,365	20,795	21·96	1·48	11·52
Ghazipur ...	444,735	469,083	913,818	14,404	940	15,344	21·59	1·33	11·19
Ballia ...	473,969	513,799	987,768	11,410	357	11,767	16·05	·46	7·94
Total ...	**2,483,654**	**2,585,366**	**5,069.020**	**80,102**	**5,426**	**85,528**	**21·50**	**1·40**	**11·25**
Gorkhpur ...	1,470,469	1,486,605	2,957,074	32,975	986	33,961	14·95	·44	7·66
Basti ...	935,556	910,597	1,846,153	23,851	848	24,699	17·00	·62	8·92
Azamgarh ...	757,314	772 471	1,529,785	18,258	537	18,795	16·07	·46	8·19
Total ...	**3,163,339**	**3,169,673**	**6,333,012**	**75,084**	**2.371**	**77,455**	**15·83**	**·50**	**8·16**
Naini Tal ...	172,970	138,267	311,237	4,966	712	5,678	19·14	3·43	12·16
Almora ...	236,751	229,142	465,893	10,580	880	11,460	29·79	2·56	16·40
Garhwal ...	211,588	218,312	429,900	6,654	285	6.939	20·97	·87	10·77
Total ...	**621,309**	**585,721**	**1,207.030**	**22,200**	**1,877**	**24,077**	**23·82**	**2·14**	**13·30**
Lucknow ...	414,949	378,292	793,241	16,255	2,109	18,364	26·12	3·72	15·43
Unao ...	499,015	477,624	976,639	9,445	200	9,645	12·62	·27	6·58
Rae Bareli ...	510,090	523,671	1,033,761	13,614	385	13,999	17·79	·49	9·03
Sitapur ...	619,837	555,636	1,175,473	12,039	993	13,032	12·95	1·19	7·39
Hardoi ...	582,533	510,301	1,092,834	11,064	1,208	12,272	12·66	1·57	7·49
Kheri ...	478,629	426,509	905,138	8,613	332	8,945	12·00	·52	6·58
Total ...	**3,105,053**	**2,872,033**	**5,977,086**	**71,030**	**5,227**	**76,257**	**15·25**	**1·21**	**8·51**
Fyzabad ...	619,403	605,971	1,225,374	15,397	491	15,888	16·57	·54	8·64
Gonda ...	714,204	688,991	1,403,195	13,313	615	13,928	12·43	·60	6·62
Bahraich ...	544,416	506,931	1,051,347	9,717	390	10,107	11·81	·51	6·41
Sultanpur ...	534,932	548,972	1,083,904	10,328	306	10,634	12·87	·37	6·54
Partabgarh ...	446,182	466,666	912,848	10,986	199	11,185	16·41	·28	8·17
Bara Banki ...	603,967	575,356	1,179.323	11,539	959	12,498	12·74	1·11	7·08
Total ...	**3,463,104**	**3,392,887**	**6,855,991**	**71,280**	**2,960**	**74,240**	**13·71**	**·58**	**7·22**
Grand Total ...	**24,616,942**	**23,074,840**	**47,691.782**	**6,01.393**	**46,188**	**6.47,581**	**16·29**	**1·33**	**9·05**
Grand Total for previous year...	**24,616,942**	**23,074,840**	**47,691,782**	**6,08,870**	**49,478**	**6,58,348**	**16·49**	**1·43**	**9·20**

PROVINCIAL TABLE B.—*Giving particulars of vernacular primary schools for boys for the year ending 31st March 1910.*

District.	Number of schools.						Total.	Number of scholars.						Total.	Expenditure on schools	
	Under public mangement.		Under private management.					Under public management.		Under private management.					Under public management.	Aided.
			Aided.		Unaided.					Aided.		Unaided.				
	Upper.	Lower.	Upper.	Lower.	Upper.	Lower.		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
															Rs.	Rs.
Dehra Dun ...	15	15	1	8	...	...	39	208	1,044	5	322	...	...	1,579	8,149	1,867
Saharanpur ...	35	93	3	52	...	...	183	577	4,640	16	1,539	...	...	6,772	23,415	3,763
Muzaffarnagar ...	43	55	8	66	...	...	172	962	4,484	111	2,246	...	...	7,803	20,224	4,616
Meerut ...	86	68	8	61	1	...	224	1,772	7,250	93	2,093	4	13	11,225	36,763	6,061
Bulandshahr ...	81	27	26	62	1	2	199	1,336	4,836	302	2,460	12	76	9,022	27,155	8,977
Aligarh ...	67	81	19	76	...	1	244	1,090	6,675	250	2,605	...	20	10,040	35,324	6,437
Total ...	327	339	65	325	2	3	1,061	5,945	28,329	777	11,265	16	109	46,441	1,51,030	31,721
Muttra ...	48	42	50	48	...	...	188	594	3,806	275	2,697	...	...	7,372	21,610	7,153
Agra ...	68	77	25	72	...	5	247	853	5,969	232	2,446	...	162	9,662	30,238	6,723
Farrukhabad ...	47	82	14	55	...	1	199	790	5,652	134	1,828	...	32	8,436	25,827	5,989
Mainpuri ...	39	66	2	36	...	1	144	513	4,667	32	1,064	...	42	6,318	19,608	3,316
Etawah ...	36	65	34	36	2	...	173	541	4,554	202	1,749	9	45	7,100	20,791	5,770
Etah ...	38	57	2	44	...	...	141	623	4,090	53	1,142	...	...	5,908	22,078	2,956
Total ...	276	389	127	291	2	7	1,092	3,914	28,738	928	10,926	9	281	44,796	1,40,152	31,907
Bareilly ...	72	27	3	30	...	...	132	945	3,867	21	759	...	...	5,592	24,000	3,309
Bijnor ...	39	46	9	99	...	...	193	540	3,698	73	3,400	...	...	7,711	19,070	5,872
Budaun ...	64	52	8	76	...	...	200	746	4,281	49	2,302	...	...	7,378	22,898	4,949
Moradabad ...	47	76	4	43	...	...	170	845	5,783	33	1,859	...	...	8,520	33,514	5,692
Shahjahanpur ...	41	82	1	50	...	...	174	595	5,250	6	1,592	...	...	7,443	23,749	3,221
Pilibhit ...	40	28	1	25	..	...	94	511	2,353	14	631	..	..	3,509	13,857	1,613
Total ...	303	311	26	323	...	...	963	4,182	25,232	196	10,543	...	...	40,153	1,37,088	24,656
Cawnpore ...	67	96	1	75	...	...	239	1,095	6,453	6	2,015	..	...	9,569	38,262	4,448
Fatehpur ...	40	68	3	51	...	...	162	710	4,992	68	1,538	...	...	7,308	22,289	3,761
Banda ...	39	86	...	48	...	...	173	521	4,554	...	1,127	...	...	6,202	25,047	3,948
Hamirpur ...	26	67	...	41	...	...	134	326	3,725	...	909	...	...	4,960	18,000	1,782
Allahabad ...	62	75	...	96	...	...	233	998	6,947	...	2,897	...	...	10,842	36,788	6,747
Jhansi ...	31	93	3	56	...	...	183	393	4,141	20	1,545	...	...	6,099	22,979	4,777
Jalaun ...	27	51	2	32	2	2	116	435	3,514	7	827	7	172	4,962	18,341	2,314
Total ...	292	536	9	399	2	2	1,240	4,478	34,326	101	10,858	7	172	49,942	1,81,706	27,777
Benares ...	66	26	5	112	...	...	209	2,141	4,352	31	5,694	...	...	12,218	31,912	9,727
Mirzapur ...	33	60	3	55	3	31	185	467	5,092	66	1,800	20	829	8,274	18,502	4,835
Jaunpur ...	77	27	2	95	2	6	209	2,511	8,323	29	5,889	59	564	17,375	39,565	7,009
Ghazipur ...	52	33	3	94	...	...	182	1,148	7,078	35	4,595	...	...	12,856	23,310	5,823
Ballia ...	62	46	...	48	2	4	162	1,126	6,094	...	1,792	9	325	9,346	27,739	2,796
Family domains...	14	15	...	22	...	...	51	233	2,502	...	934	...	...	3,669	7,953	2,070
Total ...	304	207	13	426	7	41	998	7,626	33,441	161	20,704	88	1,718	63,738	1,48,981	32,260
Gorakhpur ...	95	68	48	209	...	1	421	2,262	13,290	375	12,780	...	26	28,733	33,547	15,645
Basti ...	66	66	23	186	...	...	341	1,601	11,253	243	9,101	...	...	22,198	34,197	12,845
Azamgarh ...	62	84	2	102	...	...	250	1,718	9,503	6	3,573	...	...	14,800	33,152	5,739
Total ...	223	218	73	497	...	1	1,012	5,581	34,046	624	25,454	...	26	65,731	1,00,896	34,229
Naini Tal ...	40	42	...	22	...	1	105	368	2,809	...	537	...	11	3,725	13,149	1,680
Almora ...	51	53	15	50	...	9	178	654	5,536	122	2,521	...	304	9,137	19,787	6,440
Garhwal ...	38	71	...	37	...	12	158	617	3,837	55	1,005	...	392	5,906	16,632	2,614
Total ...	129	166	15	109	...	22	441	1,639	12,182	177	4,063	...	707	18,768	49,568	10,734
Lucknow ...	39	57	6	75	...	...	177	672	5,299	34	2,523	...	...	8,528	27,492	10,483
Unao ...	53	74	...	70	...	...	197	3,671	2,269	...	1,784	...	...	7,724	24,065	4,942
Rae Bareli ...	67	49	5	105	2	8	236	952	6,997	30	3,434	13	391	11,817	28,455	7,129
Sitapur ...	60	128	2	51	...	1	242	840	7,031	30	1,678	...	35	9,614	32,821	3,124
Hardoi ...	39	114	3	87	...	3	246	687	6,119	16	2,206	...	66	9,094	25,914	6,114
Kheri ...	48	56	4	81	...	3	192	786	4,157	29	2,258	...	58	7,288	23,138	4,551
Total ...	306	478	20	469	2	15	1,290	7,608	31,872	139	13,883	13	550	54,065	1,61,885	36,343
Fyzabad ...	66	35	9	98	...	...	208	978	7,475	105	3,617	...	...	12,175	29,066	7,781
Gonda ...	78	60	3	71	1	3	216	1,110	7,405	23	2,456	4	155	11,153	29,766	4,979
Bahraich ...	48	55	2	45	1	12	163	779	5,423	31	1,581	14	455	8,283	29,989	4,098
Sultanpur ...	56	46	...	87	...	...	189	4,736	1,815	...	2,677	...	...	9,228	24,520	5,072
Partabgarh ...	35	60	4	52	...	7	158	836	6,026	47	2,030	...	242	9,181	24,209	5,468
Bara Banki ...	65	60	5	79	2	8	219	872	5,805	40	2,149	17	276	9,159	24,983	5,959
Total ...	348	316	23	432	4	30	1,153	9,311	33,949	246	14,510	35	1,128	59,179	1,62,533	33,357
Grand Total ...	2,508	2,960	371	3,271	19	121	9,250	50,284	2,62,115	3,349	1,22,206	168	4,691	4,42,813	12,33,839	2,62,984
Grand Total for previous year.	2,481	3,075	415	3,470	18	123	9,582	39,262	2,86,243	3,403	1,27,982	125	3,948	4,60,963	12,55,113	2,77,172

ORDERS OF GOVERNMENT.

No. $\frac{75}{XV-311}$ OF 1910.

RESOLUTION.

EDUCATION DEPARTMENT.

Dated Allahabad, the 14th January 1911.

READ—

The general report on public instruction in the United Provinces for the year ending the 31st March 1910.

OBSERVATIONS.—The work of the year under report has been disappointing. In no branches of education has sufficient progress been made, and in some there has been a retrogression. In primary education there appears to have been actual failure. The Lieutenant Governor finds the results in this branch disheartening. Strenuous efforts have been made in the last few years to popularize elementary education in towns and villages. Careful attention has been given to schemes for its improvement. Funds have been freely allotted towards its extension. In spite of all the year shows a decrease of 460 amongst the institutions supervised by the Director of Public Instruction, and of nearly 11,000 scholars in the same.

2. On the information so far afforded Sir John Hewett is unable to ascertain with any exactness the reasons for this decline. It is attributed in the report to two special causes—a restriction of expenditure and defective organization of the inspecting staff. The Lieutenant Governor does not understand why expenditure should have been restricted. The funds at the disposal of local authorities which could have been available for recurring expenditure on education were not less in the year under report than they had previously been. In some three or four districts extravagance of former years had compelled attention to economical working. But in the remaining districts of the province the boards' financial position had not altered for the worse. Where there has been curtailment of expenditure it has followed as an effect of the board having committed itself to spend money which it did not possess. In the case of boards which neglected their financial obligations in so flagrant a manner the Lieutenant Governor was unable to recoup the excess expenditure from provincial revenues, but he has neither directed nor suggested a policy of retrenchment. In the few cases where reduction of expenditure has been necessitated, primary education has no doubt suffered, but it has shared the fate of other schemes of public benefit; and the instances have been too few to explain the general drop.

3. The management of elementary education is one of the principal duties delegated to local bodies, and in the end the administration of their own funds for this purpose must be left to the boards. Their expenditure can be criticized. Suggestions can be made to guide their policy. But they are principals, and not agents, and must remain principals if local self-government is to be a reality. The facts and figures so far elicited show that, while the boards had sufficient facilities for making provision for education, there has been an apparent set-back. The responsibility lies, and obviously must lie, with the boards. But it would be premature to find that they have neglected their duties. The

failure may be due to causes lying outside their control, and there is no reason to assume that there has been any general remissness on their part.

4. The constitution of the inspecting staff is capable of improvement. A committee of experienced non-official and official gentlemen has recently met to discuss the question of effecting alterations in the present system which places the subordinate inspecting establishment entirely under the district board. The recommendations of this committee have been received and are now under consideration. It is not possible to make a general statement on this point until these recommendations have been further examined, but the general tendency of them is to give the Education department a more direct control over the establishment than it now possesses without withdrawing the responsibility and initiative of the board. But it is obvious that no system of inspection will ever work effectively in the absence of hearty co-operation between the local bodies and the Education department. Certain general principles should direct the attitude of one to the other. The local bodies should finance and manage. The Education department should advise and, when necessary, criticize. The former should not resent well-meant criticism. The latter should be helpful and suggestive. The officers of the department should never lose sight of the fact that the management of local educational institutions forms a most valuable training for the members. They should further remember that the members of such bodies, though unacquainted for the most part with the scientific principles of modern education, have a real knowledge of local conditions, the assimilation of which is also indispensable to success.

5. The Lieutenant Governor is not satisfied that the two reasons put forward by the Director for the unsatisfactory results of the year; to which reference has been made in the last three paragraphs of this review, can be regarded as adequately accounting for them. They go towards explaining a failure to expand. They cannot explain a retrogression. What are suggested in the report as minor causes for the want of success in the year do not assist in a solution of the problem. For instance, it has been suggested that the existence of plague has diminished attendance in certain districts. The diminution so caused must however have been very slight, as plague in an epidemic form has unfortunately become so common in this province that it now interferes slightly with the daily habits of the people.

6. Sir John Hewett cannot put aside an apprehension that the apparent failure of the primary schools to attract scholars may be attributable possibly to radical defects in the system of instruction given. It is difficult to avoid the conclusion that a marked drop in enrolments following a slight reduction of financial support indicates a want of vitality. There is some reason to suppose that in the past the system of primary education in this province has been dependent to too great an extent on the efforts of individual officers of Government and that, when those officers have left the scene, the system has been unable to flourish in the absence of their support. If this be the case the form in which instruction is given may have to be remodelled. No system that is dependent on the existence of props, which from their

nature must be largely adventitious, will produce good results. The Lieutenant Governor would with great regret accept a conclusion which involved admissions that the defects are inherent, that the system is artificial and that the people of the province deliberately reject the elementary education offered, because it is unsuited to their requirements and habits of thought. But whatever be the causes, a systematic and thorough effort must be made to discover them. The circumstances demand inquiry, and Sir John Hewett proposes to have the matter thoroughly threshed out, both by examination of the work of each individual board and by a thorough investigation of the system of instruction given.

7. While the account of general primary education in the year under report contains few aspects upon which it is pleasant to dwell, that of female education is hardly more satisfactory. There has not indeed been a marked set-back, and the number of pupils in the schools which only admits girls has slightly increased. The decrease in the number of girls attending schools for boys is not surprising. The idea of educating both sexes together has never appealed to the Indian mind, and the more the experiment is pushed the less the people seem to like it. But the depressing fact with regard to female education is that, while not actually falling back, it is not advancing. The attitude of the people towards it varies too often from indifference to dislike. They may be galvanized here and there by the efforts of individuals into sending their daughters to school, but, as soon as the stimulus is removed, the attendance diminishes. The most disquieting symptom is the want of vitality. The plant has struck no vigorous root, and is too dependent on artificial aid. The same difficulties exist year after year. Competent teachers and visiting governesses cannot be obtained in anything like sufficient numbers. The imparting of instruction to the future women of the country is not yet recognized as a calling, and the spirit which should direct the education of the women is hardly existent.

8. To the Lieutenant Governor this retardation of growth comes as a serious disappointment. Sir John Hewett has urged the necessity of progress in this direction. He has assisted with as large contributions as the finances could afford and has welcomed every proposal for improvement. Here also he finds cause for searching self-examination and for a determined attempt to get below the surface to the causes of the apparent failure.

9. Results have been better in secondary education, but they can hardly be called good. The number of scholars has increased. Their attainments however leave much to be desired. The figure of passes in the matriculation examination was most unsatisfactory. Out of 2,422 candidates only 685 were successful. The explanation of this exceedingly bad result does not apparently lie in any theory of undue stringency in examining. Even were the standard set severe—and there is no reason to suppose that such was the case—the failure of 72 per cent. of the candidates to satisfy the requirements of the final test of their school careers could not be regarded as even moderately good.

10. The results of the examination for the school-leaving certificate were however promising. The number of candidates was, it is true, only 325. But out of these 137 passed. The institution of this examination has been more than justified and its results form one of the few pleasant features of the year's work.

11. The problem of supply of competent teachers in anglo-vernacular schools still awaits solution. Most of the weaknesses in the system of secondary education seem attributable to deficiencies in the teaching staff. The profession fails to attract men of the right class, and frequently fails to attract men of any class. The most hopeful feature is that, whatever be the defects in the system, anglo-vernacular education is undoubtedly popular. Here, at least there is vitality, and, given that, there can be no difficulties which should not in the end be surmounted.

12. There has been an increase in the number of students reading in colleges, and the difficulty in higher education is rather to keep pace with the requirements of greater numbers than to stimulate the desire for more advanced knowledge.

13. It is with relief that the Lieutenant Governor turns to such signs of advancement as there are in the year. They are not many, but they contain the hope that they are the precursors of better things to come.

14. The Allahabad University is now well on the way to possess a suitable habitation. The effect of constructing the handsome Senate hall, Law college, and library proposed will be more than to attract the eye. Their existence should go towards welding together the corporate body, and to organizing educated Indian opinion towards a more effective educational influence.

15. Excellent results have been achieved in provision of better accommodation and equipment in colleges. The biological laboratory at the Muir College, the new buildings of the Meerut College and the additions to other institutions represent a fair total of work in extension. There has been unusual activity in the construction of buildings for anglo-vernacular schools. The claims of science have been recognized, and will be recognized still further in the extensions proposed for the present year. There is still much to be done, especially in increasing the number of hostels. But the work of the year under this head is distinctly good and is greatly appreciated by the Lieutenant Governor. Its results will not be seen directly, but they are certain to appear. Education cannot thrive when badly housed, and the capital invested in buildings is directly remunerative.

16. Considerable advance may be claimed in the preparatory stages of the extensions and improvements to be made in technical and industrial education. In October 1909 the Lieutenant Governor formally opened new laboratories and other buildings connected with the Thomason College, Roorkee, in which a new department of Technology has been formed. The scheme for a Technological Institute at Cawnpore was considered by the Secretary of State to be beyond the means of the provinces to finance, but a proposal to undertake a portion of it has again been submitted to the Government of India.

Without the provision of means for research and higher training the industrial progress of this province will be retarded. Industrial education is passing beyond the experimental stage, and the school at Lucknow is proving its utility. It is hoped that the school of design at Lucknow, the carpentry school at Bareilly, the industrial school at Gorakhpur and the weaving institute at Benares, which were completed during the year under report, will be opened shortly. The success of the Hewett weaving school at Bara Banki, which is aided by grants from Government, justifies support by the public. In watching the development of these institutions Government will be assisted by the Director of Industries, who was appointed in the current year, and will exercise the functions of inspector of industrial education.

17. Quiet and unobtrusive but real and solid progress has marked the work of oriental institutions in the year under report. The number of such institutions has risen from seven to thirteen, and the number of students has increased from 769 to 1,247. Sir John Hewett is pleased to observe that the claims of oriental scholarship are being more and more recognized. He has watched with interest the development of these studies in the province, and trusts that the success already obtained will be a prelude to something greater. Even in primary education there are a few inspiriting indications. The tendency of pupils to continue their studies from the lower to the upper primary stage is increasing. There has been distinct improvement in the teaching staff of the district school. Here and there are also found some causes for hope in female education, amongst which the continued success of the Isabella Thoburn College at Lucknow stands out conspicuously.

18. A further satisfactory feature of the year's working will be found in the development of training schools for teachers. The hope of the educational future lies largely in these schools, and their progress is encouraging.

19. It may be that this year marks the period before the dawn, and that the story of failure is rather apparent than real. The improvements, where they exist, have for the most part been potential. They contain promise of future benefit, but cannot be disintegrated into figures of present result. As the years go on they will exert their influence more and more. The provincialization of district high schools, which was effected in July last, should mark the commencement of steady improvement in anglo-vernacular education. It has taken some time to effect this change of system, although there has been no unnecessary delay in its inception, and it will be longer still before the scheme for regrading the present staffs can come into force. Necessary additions can be made by creating temporary appointments, but no scheme for regrading and promoting can proceed till the sanction of the Secretary of State has been received. The necessity for obtaining this, which should have been foreseen, will put back the initiation of the latter scheme by a period which, it is hoped, will not be long.

20. The apparent failure in primary education and female education may have come as a salutary warning. If it points to defects it is better that the failure should have been observed as quickly as possible as a preliminary to recasting the system. Nothing could be

worse than imaginary security. There can be no confidence if the system be artificial and if it possesses neither vitality nor power of self-development.

21. The necessity of self-examination remains as the lesson of the year. The results have driven it home, and, although it has not been possible so far to discover the causes making for inefficiency or the remedies to secure effective working, Sir John Hewett is determined that the opportunity shall be taken and that the examination shall be made.

22. Whatever be the nature of the remedy discovered, the question of funds remains. Even if a comparison of figures on expenditure on education in this province with those in other provinces did not indicate the desirability of a more lavish outlay, a simple examination of the necessities of the situation would lead to such a conclusion. But it is owing to straitened finances—not owing to want of appreciation of the necessity—that the comparative insufficiency is due. The contributions given in the past few years to the furtherance of education have shown a marked increase on the amounts formerly given. They have represented the utmost limit to which the Lieutenant Governor could with the present financial settlement go. So far from the claims of education having been overlooked, they have been considered assiduously. It has been impossible to allow them to override the just claims of other departments or to indulge them so as to embarrass provincial finances. But they have received a treatment which was as generous as the necessities of other branches of the administration and the amount of money available have permitted it to be. Sir John Hewett will make every effort to supplement in the future the assistance which he has been able to give in the past, and he hopes that it will be possible to supplement it substantially. But he will expect, in this eventuality, to be provided with schemes for real improvement, carefully planned and thoroughly matured, and in a state which will enable them to be brought into effect as soon as funds are available.

23. The office of Director was held for two months of the year under report by Mr. de la Fosse, the permanent incumbent. During his absence on leave for the remainder of the year Mr. Venis, Principal of Queen's College, Benares, officiated. The Lieutenant Governor is indebted to both gentlemen for services involving special exertion in a particularly difficult year, and for valuable advice and assistance in all matters relating to the department.

ORDER.—Ordered that a copy of this resolution be forwarded to the Director of Public Instruction, United Provinces, for information.

Ordered also that this resolution be published in the *United Provinces Government Gazette* for general information.

By order of the Hon'ble the Lieutenant Governor, United Provinces,

L. STUART,

Secy. to Govt., United Provinces.

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

UNITED PROVINCES OF AGRA AND OUDH

FOR THE YEAR ENDING 31ST MARCH 1911.

ALLAHABAD:

PRINTED BY W. C. ABEL, OFFG. SUPDT., GOVERNMENT PRESS, UNITED PROVINCES.

1911.

[The maximum limit of pages fixed for this report is 15.]

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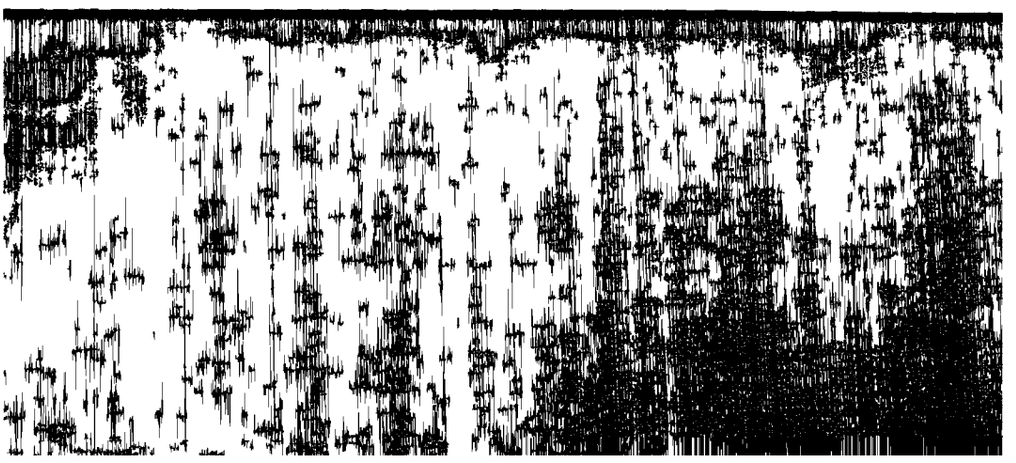
In reference to the instructions contained in G. G. O. no. 803 (Education), dated 13th June 1911, the local Government has ordered that the annual report on public instruction shall be limited to fifteen pages and shall be confined to a description of the salient features of the year's work, information of a more elaborate kind being reserved for inclusion in quinquennial reports. In accordance with these instructions the present report is much briefer than its predecessors, but it is hoped that, notwithstanding, it will supply to Government and the public sufficient information to enable them to form a correct estimate of the state and progress of education during the year dealt with therein.

ERRATA.

Annual Educational Report, 1910-11.

Page.	Detail.
	Page 2 of the Table of contents, against Training classes, *for* 10 *read* 11.
1.	13th line from the top, *for* judgement *read* judgment.
	Heading of column 4 of the statement of General summary, *for* numb *read* number.
	Column 1 of the statement of General summary, *for* Trining *read* Training.
4.	5th line from the bottom, *for* judgement *read* judgment.
5.	30th " " " "
6.	On the margin, *for* schoosl *read* schools.
6A.	General Table III, against English Middle schools for girls, column 25, *for* 566 *read* 56.
7A.	General Table III, against Grand total, column 33, *for* 833 *read* 83.
13A.	General Table IV, against secondary schools total, column 32, *for* 68,410 *read* 3,68,410.
20A.	General Table VII, against scholarships, column 1, for Primarl *read* Primary and *for* Medicay *read* Medical.



GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE UNITED PROVINCES

FOR THE YEAR 1910-11.

SECTION I.

PRELIMINARY.

THE changes and improvements that have taken place during the year are as follows:—

(1) The most important event of the year was the provincialization of the high schools. This put an end to a compromise which was unsatisfactory to all parties concerned, and carried to its logical conclusion the policy of transferring the schools from district board to Departmental control. The drawbacks incidental to the stage of transition and the advantages resulting from the change are too well known to need recapitulation

(2) School committees with advisory functions have been formed for each government school, with a view to keeping the administration in touch with local opinion. It is however too soon to form any judgement on their usefulness ; but if they take a proper view of their duties, they ought to prove a valuable help to the Department.

(3) Special Inspectorships of drawing, oriental languages and science have been created, and three of the appointments were filled up early in the year. Aspects of school work, which needed expert attention are now receiving it. In drawing in particular a noticeable improvement has already been effected.

(4) The number of inspectresses of girls' schools was raised from five to seven, and the circles redistributed and contracted. This change has made possible far more frequent and thorough inspection and closer control and guidance of the teachers.

(5) Special grants of Rs. 10,000 and Rs. 6,000, respectively, were given by Government to district boards for the creation of additional sub-deputy inspectors, and for the regrading of existing posts.

(6) Equally welcome and necessary were grants of Rs 10,000 and Rs. 25,000 for the regrading of vernacular secondary and primary school teachers. They enabled many boards to bring salaries up to the prescribed minimum standard and improve other grades ; but low grades still vastly preponderate, and in secondary schools salaries are still in some districts much too low.

(7) Two Indian service headmasters were appointed to the Cawnpore and Meerut high schools, respectively, bringing up the total number of such officers to four.

Educational court.

An educational court was organised in connection with the Allahabad Exhibition. It was divided into seven sections, and contained illustrations of all branches and stages of education in so far as these can be materialised into exhibits. They were drawn not only from all the provinces of India, but included a very complete collection of exhibits supplied by the Board of Education, London, and some excellent specimens of work sent independently by educational authorities and institutions in Great Britain. The court therefore was of a most comprehensive and representative character, and afforded an interesting field for the comparative study of educational methods and results. But, apart from the specimens of work in the more advanced West, most observers were probably astonished by the extent, variety and success of Indian educational work. The organisation of the court was in the hands of Messrs. Hill and Mackenzie, and great credit is due to them and their assistants for the skill displayed in the arrangement of so large a variety of exhibits.

SECTION II.

GENERAL SUMMARY.

Number of institutions and scholars.

There has been a decrease of 95 in the total number of institutions. (A decrease of 177 in public institutions and an increase of 82 in private institutions.) The total number of scholars of all kinds on the rolls at the end of the year, was 6,45,787 or 1,794 less than in 1909-10. The decline has occurred prinicipally in primary schools, and is dealt with under that branch of education. The average enrolment in public in stitutions was less than in the previous year; but that is sufficiently accounted for by the same adverse conditions as affected the total enrolment.

The percentage of scholars to the population of school-going age is 9·12, 16·21 for boys and 1·39 for girls, calculated on the figures of the new census.

Expenditure.

The total expenditure, direct and indirect, amounts to Rs. 93,39,223, which represents an increase of Rs. 16,606 on the figures for the preceding year. The cost of education per head of population works out to about 3·17 annas. Direct expenditure has risen by Rs. 4,41,996 to Rs. 60,93,255, of which Rs. 2,05,445 have been contributed by public funds. Some two-thirds of the indirect expenditure came also from the same source.

SECTION III.

COLLEGIATE EDUCATION.

The University.

Changes in Regulations.

The most important additions to, and modifications in, the University regulations were the following :—

(1) A pure Persian course has been reintroduced in place of the present Persian with Arabic course.

(2) A two years' course in commerce leading up to a commercial certificate has been instituted.

(3) The regulations for appointing members of the Syndicate have been amended so as to secure the representation of the Faculty of Medicine.

(4) Certain transitory regulations have been made to allow of the Lucknow Medical college commencing work in 1911-12.

Affiliation of Colleges.

That colleges are not stagnating is abundantly evident from the unusually large number which sought and obtained affiliation in fresh subjects or up to higher standards.

Buildings.

The construction of the University buildings has commenced and considerable progress has already been made with the erection of the main block. The funds actually available from all sources amounted, at the close of the year, to Rs. 6,27,705-13-10, and Rs. 1,21,800 in addition have been promised, making a total of Rs. 7,49,505-13-10. But to complete the undertaking some 2½ lakhs more at least will be needed.

Income and expenditure.

As regards income and expenditure, the financial position of the University appears to have improved slightly, the figures being respectively Rs. 1,61,597-6-8 and Rs. 1,58,634-4-3, including Rs. 38,420-13-9 placed to the reserve fund; but the outlook is far from reassuring, and where the money for the upkeep of the buildings, for the maintenance of the staff required to look after them and for the support of the library is to come from is not easy to guess; since, even under present conditions, the University barely pays it way.

ARTS COLLEGES.

Colleges and students.

The number of students, exclusive of those reading in European classes, rose from 2,920 to 2,929. The expansion of the last few years has been unusually rapid, and the colleges have been taxed to the uttermost to provide for the proper accommodation and efficient instruction of the ever-increasing influx of students. The check is in all probability only temporary; but meanwhile it has provided a breathing space in the race to overtake numbers with equipment and teaching power.

GENERAL SUMMARY.

Classes of institutions.	1910-11.		
	Institutions.	Scholars on the 31st March.	Average num on the rolls.
PUBLIC INSTITUTIONS.			
University Education.			
Arts colleges ... For men ...	31	4,185	4,073
Arts colleges ... For women ...	4	46	41
Professional colleges	9	1,136	1,140
School Education, General.			
Secondary schools for boys ... English ...	180	42,469	42,160
Secondary schools for boys ... Vernacular ...	371	44,626	43,003
Ditto for girls ... English ...	52	4,855	4,675
Ditto for girls ... Vernacular ...	9	635	603
Primary schools for boys	9,067	4,39,897	4,14,252
Ditto for girls	941	29,965	28,206
Technical and Industrial Education.			
Training schools for masters	114	1,085	1,094
Ditto for mistresses	17	313	244
Other Special Schools	89	4,195	4,346
Total, Public Institutions for 1910-11 ...	10,884	5,73,407	5,43,837
Total, Ditto for 1909-10 ...	11,061	5,74,704	5,58,164
PRIVATE INSTITUTIONS.			
Advanced Schools Teaching—			
Arabic or Persian (for boys)	484	9,510	...
Ditto (for girls)	...	...	...
Sanskrit (for boys)	403	7,114	...
Ditto (for girls)	1	20	...
Elementary Schools Teaching—			
A Vernacular only or mainly for boys ...	1,980	30,158	...
A Vernacular only or mainly for girls ...	110	1,511	...
The Koran ... for boys ...	1,250	16,443	...
The Koran ... for girls ...	101	749	...
Other schools not conforming to Departmental Standards	312	6,875	...
Total, Private Institutions 1910-11 ...	4,641	72,380	...
Total, Ditto 1909-10 ...	4,559	72,877	
GRAND TOTAL FOR 1910-11 ...	15,525	6,45,787	..
GRAND TOTAL FOR 1909-10 ...	15,620	6,47,581	...

Expenditure.

The total expenditure has risen from Rs 6,33,093 to Rs. 7,49,787, the increase having taken place principally in Government and aided colleges. Government contributions increased by nearly Rs. 56,000. The average cost per student has increased from Rs. 215 to 256; but the proportion paid by him in fees, *viz.*, 27 per cent., is unaltered.

Staff.

The staff of the colleges has been so much strengthened in the last few years that it is relatively far more adequate to the performance of its functions. A few additions were made during the year at St. John's College, Agra, the Christian College, Allahabad, the Reid Christian College, the Central Hindu College, and the Muir College. But still some colleges complain that they need more teachers. One personal event may be recorded. The Reverend Canon Westcott, having been appointed Bishop of Lucknow, resigned the principalship of Christ Church College, Cawnpore, which he had refounded and served long and faithfully. He has, happily not severed his connection with the University and remains a member of the Syndicate.

Despite distractions due to the employment of all hands in collecting money for the proposed Muhammadan University and 'enormous classes in English' the Principal of the Muhammadan Anglo-Oriental College is able to record gratifying results in University examinations. The constant changes in the European staff are, however, much to be regretted.

Buildings and equipment.

If a less extensive programme has been carried out than last year, a good deal of useful work has been accomplished. At the Muir College the biological laboratory was finished and brought into use, and the chemical laboratory was extended. At the Agra College the biological laboratory has been fitted up; Ramsay College put up new class rooms and a laboratory, and a gas installation has been added to the equipment of the laboratory at the Christ Church College, Cawnpore. Substantial additions to the library are recorded at Agra College, Ramsay College, Meerut College, the Reid Christian College and the Central Hindu College. Most of these improvements have been liberally assisted by Government. St. John's College, Agra, has matured designs for fine new college buildings which will be entirely separate from the school. This project has also received very generous aid from Government.

Hostels.

The total number of boarders has risen from 1,378 to 1,465. Altogether almost half of the college students are now living in hostels, and the residential system actually now predominates at some colleges. The new Government hostel at the Muir Central College is almost complete, and such is the eagerness to come into residence that already students are occupying any of the rooms that are habitable. The pity is that the accommodation in many places is still insufficient, and that many applicants fail to get admission. The need however is thoroughly realized; several projects are being developed and only financial obstacles stand in the way.

Oriental Colleges and Classes.

The number of institutions rose to 15, two more pathshalas having been put on the aided list. There were 1,276 students, including 343 in the Sanskrit College, Benares, where plague produced a slight fall in the numbers. The Acharya, Madhyama and Prathama examinations were more popular than ever last year. No less than 1,594 candidates appeared. "The results are," the Registrar writes, "encouraging. There is an evident desire to improve the teaching of Sanskrit from the lowest stages upwards, and under the stimulus of special affiliation for the Acharya examination, pathshalas are being taught the necessity of employing properly qualified teachers and of paying them a reasonable salary."

The more critical study of Sanskrit has been pursued with success under the Sadho Lal Trust. The college and the learned world have suffered a severe loss in the death of Mahamahopadhyaya Pandit Sudhakar Dube, who was, in the words of the Principal 'a great scholar of great attainments and of a rare freshness of mind.'

As has been remarked before, Arabic and Persian studies are languishing. A committee has been appointed recently to go into the matter with a view to putting these studies on a better footing.

Colleges for professional training.

Law school and classes.

The number of law classes has fallen from 6 to 5, owing to the closing of the class at the Canning College; but the number of students has risen from 424 to 447, the increase being due to the larger numbers at the University School of Law. Of the 246 students in the school about a hundred are accommodated in bungalows which do duty for hostels. The arrangement is the best that can be made at present, pending the erection of a University hostel for law students. Lectures are still given at the Muir College, and sometimes in the Mayo Hall. The office and library have been located in a rented bungalow. Notwithstanding the difficulties under which the school is labouring, it is clearly showing its superiority to the heterogeneous law classes elsewhere that endeavour to compete with it. Mr. Charles Weir, B.A., (Dublin), Barrister-at-Law, (King's Inn, Dublin) has been appointed Principal and took up his duties in January.

Thomason Engineering College, Roorkee.

The College Council has been busy with internal reorganisation. The terms have been reduced to two, in order to relieve the pressure of examinations; the syllabuses have been reconstructed and brought up to date, and an elementary course in sanitary engineering has been instituted. The department of technology, as originally designed, failed to attract any recruits. It has therefore been reorganised and divided into three sections. No difficulty is experienced in filling the lowest division consisting of the mechanical or mechanical apprentice class and the automobile driver class, but fresh efforts will apparently be necessary to attract men of the right stamp to the higher divisions, which comprise textile, electrical and mechanical engineering. A professor of the last named subject joined the college during the year.

The number of students fell from 497 to 471, the most marked decrease occurring in the Europeans competing for admission to the civil engineer class. No reason for this has been suggested.

The college organised a special court at the Allahabad Exhibition and prepared many interesting exhibits, which illustrated not only the educational work of the college but its relation to the industrial life of India.

SECTION IV.

Secondary education.

Schools and scholars.

The total number of secondary schools for Indian boys has increased from 530 to 535. There are two more high schools, owing to the raising of middle schools to the high standard. The number of scholars in anglo-vernacular schools has risen from 39,522 to 40,443, and of these 6,297 or 600, more than last year, were in the high section. The number of vernacular middle schools has increased from 365 to 371 and that of scholars from 44,391 to 44,626. The increase is trifling but is not unsatisfactory considering the prevalence of plague.

Expenditure.

The expenditure on anglo-vernacular schools rose by Rs. 1,16,342 to Rs. 14,36,731, the increase being distributed between all kinds of schools, Government, aided and unaided. The average cost per scholar was Rs. 36, but the amount paid by him in fees was Rs. 14·8 only. The expenditure on vernacular middle schools rose by Rs. 15,450 to Rs. 4,25,740, the increase having occurred entirely in schools maintained by district or municipal boards. The average cost per scholar was Rs. 9·9 and the amount paid in fees was Rs. 2·4 only. The total expenditure in scholarships has risen from Rs. 95,427 to Rs. 1,09,873. The increase was entirely met from private sources.

Matriculation examination.

The reduction in the number of candidates for the Matriculation examination is probably to be explained by the growth of the numbers reading for the School-Leaving Certificate examination. There was a marked rise in the percentage of successes from 28 to 43, but as usual only a sprinkling secured a first division. The better results are no doubt due to the exercise by headmasters of greater judgement in promotions; for there is no reason to suppose there has been any lowering of the standard. Fifteen girls appeared and ten passed.

School-Leaving Certificate examination.

The number of schools recognized for the School-Leaving Certificate examination held in 1911 rose to 39, and the number of candidates admitted to the examination rose from 325 to 946. Of these 22 passed in the first

division, 295 in the second, and 44 gained distinctions. A separate report has been printed, giving details and extracts from the reports of the examiners. For 1912 forty-five schools have been recognised and the circle of recognition is still widening. These figures show that the opposition first encountered has given way. It is the testimony of those who are best acquainted with the schools that the methods and ideals of work inculcated in connection with the examination are gradually filtering through all stages of instruction and exercising a most beneficial effect. The first members of the central board laid down their office just after the close of the year. They can look back on their labours with satisfaction, and the Department has reason to be grateful to both official and non-official members for the ungrudging and zealous way in which they have thrown themselves into the difficult task of initiating and developing a new and necessarily complicated system of examination. The School-Leaving Certificate scheme is still young, but though in its further development there are sure to arise difficult problems for solution, it is a great thing to have made so good a start and to have established on a firm foundation a high standard of work and examination.

Vernacular Final examination.

The number of candidates at the Vernacular Final Examination increased from 7,808 to 8,348, of whom 5,981 or 71 per cent., passed, State schools, as usual, showing the best results. The number of girl candidates rose from 38 to 49, which is more than treble the number in 1908-9; but they were less successful than last year, as 17 only passed. It is regrettable that in spite of the strictures in last year's report several cases of carelessness on the part of Superintendents have again occurred, while at some centres the Committee of Management has rendered no real assistance.

The high percentage of passes in this examination is so regular that it is almost taken for granted. The strange thing is that it is not supported by the reports of the examiners, who with one consent disparage the work done. It is absurd to condemn work which is at the same time marked high, and it looks as if the standard of marking, the quality of the papers or the judgement of examiners stood in need of revision. Again, it has been remarked that distinction in mathematics was so common as to render it nugatory. The Registrar of the examination is being asked to go fully into the matter, and a departmental enquiry may possibly be found necessary later on.

Staffing of A.-V. schools.

The problem of staffing the schools with men of good education and good social standing is still very far from solution. The ranks have been recruited, it is true, by fresh batches of trained men from the training colleges; but the proportion of such teachers to the whole number has been hardly affected, as the number of posts has increased in response to growing demands. The following figures illustrate the situation and its needs. In Meerut division there were only 41 teachers who were trained, 27 in Government and 14 in aided schools; 19 were graduates and 22 were under-graduates. In Allahabad division out of 343 teachers 33 or 9 per cent., were trained, 25 being in Government schools. In Lucknow division 89 out of 402 teachers (including Maulvis, Pandits, &c.) were trained, and there were only 59 graduates altogether. In Fyzabad division three-fourths of the teachers are untrained. It is evident therefore with what indifferent materials the Department has to carry on the work of education, and another year's experience of the difficulties of filling vacancies has again illustrated the reluctance of well qualified men to take up teaching. The revised grading recently sanctioned will, it is hoped, do something towards rendering the educational service more attractive. The aided schools have made and are making laudable efforts to get better teachers by raising salaries; but they are for the most part avoided by the trained teacher, who prefers Government service, and they have to depend too much on the rolling stone with a bias towards the law.

Staffing of vernacular schools.

There is little to complain of in regard to the qualifications of vernacular school teachers for the sort of work they have to perform. The vast majority —indeed nearly all—are trained according to the old or the new system. The figures for Meerut—260 trained men out of 270, and for Lucknow—220 out of 225—probably represent fairly the general position. Though the minimum rate of salaries for both headmasters and assistants has been reached nearly everywhere, the grading needs considerable improvement, and the maximum limit is still in most districts a good deal below that laid down by Government. Limited funds are of course the obstacle to giving better remuneration

to a generally deserving and industrious class of men; but a comparison of the fee paid by the scholar studying in the secondary stage with the cost of his education might suggest a partial remedy.

Buildings.

Anglo-vernicular schools.

There was perhaps less building than in the previous year. Nevertheless things did not stand still, as the following instances show: the Hewett School at Rae Bareli was almost completed; Basti entered into its new building; laboratories were erected at Pilibhit, Bijnor, Moradabad, Jaunpur, Mirzapur, Bulandshahr, Hathras and Muzaffarnagar; and large additions to the class-room accommodation were made at Almora. Nor were aided schools idle. A science block and a room for drawing were added at the London Mission High school, Benares; a new building was erected for the Harish Chandra school, Benares; and extensions were made to the Wesleyan and Church Mission schools, Lucknow—to mention a few only. But again it has to be recorded that yet another year has passed without seeing the commencement of a new building for the Muhammadan Anglo-Oriental Collegiate school, Aligarh. Apart from actual building there was a good deal of stock-taking of requirements and preparation of plans. Now that the Department is placed in sole control of the schools, its responsibility is felt more keenly, and the insufficiency and inadequacy of the accommodation is forced upon it more strikingly than ever. From every division comes the cry for larger and better buildings, and, if funds are made available, there will be a liberal programme to carry out in the next few years.

Vernacular schools.

As regards vernacular middle schools, the position remains practically unaltered. The actual buildings are often not unsatisfactory and occasionally distinctly good, but complaints of overcrowding are general, and liberal extensions are needed. The boards appear to be doing their best with the means at their disposal.

Hostels.

English schools.

The position in regard to hostels changed little during the year. Additional accommodation was provided in both Government and aided schools. For example, a new hostel was erected at Hardoi; extensions were made at Unao and Rae Bareli; and considerable progress was made with the hostels, which will ultimately be six in number, at the Hewett Kshattriaya school, Benares. But meanwhile scholars have increased, and consequently the pressure on the accommodation is undiminished. Practically every hostel is full, applicants have frequently to be turned away, some of the buildings are unsatisfactory, and in many places they do not exist. In these circumstances the allocation of one lakh of rupees for hostels from the Government of India's grant has been much appreciated.

Vernacular schools.

In several vernacular schools the number of boarders has declined, the decrease being attributed either to plague or to the raising of the fees with a view to defraying the running expenses. But nowhere is the decrease considerable, and the demand for accommodation in several districts outruns the supply. As regards the nature of the hostels, accounts given in previous reports are still true, and very large allotments would be needed to put them all on a really satisfactory footing. But meanwhile the boards have had to be content with accomplishing a very modest programme during the year.

SECTION V.

Primary Education.

Schools and scholars.

The number of vernacular primary schools of a public character has fallen by 201, and there has been a corresponding decrease in the number of scholars by 3,734. These decreases are slight compared with those recorded last year, and considering the adverse conditions with which educational authorities have had to contend, are no matter for surprise. If the downward tendency in statistics has not been arrested, it has at least been retarded, and under favourable conditions the enrolment may be expected to expand. Had the decline in scholars corresponded to the decrease in the number of schools, the figure would have been upwards of 7,000, reckoning the average at 35 scholars per school. Moreover, the decrease has taken place for the most part in aided lower primary schools: nor is it universal, having been confined to 21 districts and concentrated

more especially in 6, whilst an increase is recorded in the rest. Thus a decrease of 16,943 balanced against an increase of 13,209, yields the net decrease of 3,734. These facts would suggest the conclusion that there is no deep-seated cause operating to produce a general retardation or arrest of development, but only temporary checks due to local conditions and to want of funds. In the course of the year Government instituted an exhaustive enquiry into primary education, with a view to discovering whether the decline in numbers in 1909-10 indicated a retrograde movement and an aversion on the part of the masses from the schools. The result of the enquiry has not yet been published, and an endeavour must therefore be made to explain the figures for this year from the data available. With this object the reasons given in the annual reports of district boards as well as of educational officers have been analysed. The chief causes alleged for the decline are the following:—

(1) *Plague, which was exceptionally prevalent and most virulent in some districts.*—Although it may be unhappily true that the people are growing accustomed to the ravages of this dread visitation, the disorganization which it causes cannot be inconsiderable and must affect the school-going population. Chairmen assert emphatically that plague not only empties schools for the time being, but reduces the enrolment for sometime afterwards. The Commissioner of the Benares division writes on this point: "It is quite a mistake to suppose that the people have everywhere become inured to severe plague and go on quietly living at home. Plague breaks up many a home and often produces scattering panics. I have never seen the rural tracts of Benares, Ghazipur and Mirzapur so scourged with plague as they were last cold weather."

(2) *Cholera and malaria in some districts.*

(3) *Floods, especially in certain districts.*—These not only interposed physical barriers to school-going, but in several cases destroyed the school buildings altogether.

(4) *The striking off of defaulters' names and the removal of fictitious entries.*—More than one chairman has repeated the view that a decrease caused by such measures is nominal rather than real, and one maintains that there has been an actual advance in the number of genuine scholars.

(5) *Lack of funds.*—This is a constant complaint running through the reports of the boards. Indeed many consider it the real cause of the arrest of progress. Given the money many are convinced that they could increase the enrolment by leaps and bounds. I have dealt in detail with this matter below.

(6) *The weeding out of schools which were not worth keeping open.*

In none of the reports is the decline in numbers attributed to radical defects in the system of instruction. In my opinion the above are all real causes, and adequately account for the comparatively small decline that has occurred. The wonder is that such a formidable combination of obstacles has affected the enrolment so little.

Financial position.

In its resolution on the last annual report Government took occasion in discussing the decline in the number of scholars reading in lower primary schools to express its doubt as to whether restricted expenditure had much to do with the matter. The reports received from district boards have therefore been closely examined this year to see what light they could throw on the point. The scrutiny has disclosed some important facts which are worth recording, as showing how far lack of funds is not merely retarding expansion but causing actual retrogression.

The statement given below shows the number of schools which have been closed in certain districts for lack of funds:—

District.	*Board Schools.*	*Aided Schools.*
Bareilly	3	8
Allahabad	24	22
Basti	...	38
Hardoi	...	38
Banda	24	...
Total	157	

In Allahabad all the girls' schools, recently opened in the municipality, have been closed from the same cause. Assuming thirty-three scholars as a minimum per school, the closing of 157 schools would account for the disappearance of some five thousand scholars in all.

The following ten boards represent that they could not for want of money open new schools to meet pressing demands: Farrukhabad, Mainpuri, Etawah, Shahjahanpur, Jalaun, Ballia, Azamgarh, Lucknow, Unao and Bara Banki. In the following seven districts the pay of teachers is below the prescribed minimum or the supply is numerically insufficient, owing to financial straits: Muzaffarnagar, Aligarh, Shahjahanpur, Basti, Gorakhpur, Pilibhit and Hamirpur. No less than eight boards report that they have had actually to curtail expenditure on primary education, *viz.*, Dehra Dun, Benares, Lucknow, Saharanpur, Agra, Mainpuri, Unao and Bara Banki. These figures are in themselves sufficiently eloquent to need no comment. They do not include the cases of boards which have not been able for lack of funds to construct school houses or keep those in existence in repair.

Expenditure.

The total direct expenditure on primary schools maintained by district or municipal boards has increased by Rs. 23,062, while that on aided primary schools has decreased by Rs. 10,420. The explanation seems to be the closing of a number of aided schools and the utilization of savings on the maintenance of board primary schools. The increase of expenditure on board schools would have been more considerable but for the fact that the revision of teachers' salaries, for which a grant of Rs. 25,000 was given, was not brought into operation till December 1910. The balance was however utilized for indirect expenditure, in which in consequence a considerable increase has occurred.

The total expenditure during the year under report on primary education for boys in primary and secondary schools has risen from Rs. 20,51,000 to Rs. 20,96,000.

Upper and lower primary stages.

The proportion of boys in the upper primary stages to the total number of primary scholars remains about the same, *viz.* one to eight, the figures being 46,077 and 3,93,002. Still, the tide, though almost imperceptible, is advancing, for there were 28 more upper primary schools under public management than last year. It may be noted that the vast majority of such schools are managed by district boards, and that in 19 districts they actually exceed the number of lower primary schools. There can be no doubt that district boards in striving to increase the number of upper primary schools are taking the right line, for it is the unanimous opinion of those best acquainted with elementary schools that the effects of lower primary education are, for the most part, evanescent. The time spent in acquiring it is too short to leave a lasting impression. Upon this point one chairman writes: "Speaking for myself I have no doubt in regarding mere numbers as of small importance compared with the progress shown by the students, as indicated by the numbers reading in the upper primary standard, or, still better, passing the Vernacular Final examination. If however these tests are applied to the statistics for 1909-10 the province shows a substantial advance, and not the failure which we are asked to explain." If, as has been alleged, primary education is not popular with villagers it may be explained, at least in part, by the fact that the product of the lower primary schools—the only kind of school with which so many are acquainted—soon forgets the little learning that he has acquired. As one Inspector remarks, "it is somewhat unfortunate that the most conspicuous object lesson of the value of education in the eyes of the village people should be the youngster who can hardly spell his way through a very simple book and just pen a few lines of what is usually an ugly scrawl. All that the villager cares for is that his boy, before leaving school should be able to read fluently and with ease books of ordinary difficulty, write letters in neat and legible handwriting, and keep accounts with rapidity and precision, and this he finds that a boy who has been through a lower primary school cannot do." The expectations of the villager, if this be true, are unreasonably high, but the evanescent character of lower primary education is worth remembering at a time when the cry for the rapid extension of primary education is resounding through the land. It is not easy to see how India would benefit by a sudden diffusion of spurious literacy.

Aided schools have had another trying year. The boards have again pursued the policy of getting value for their money, and, where they have found it has been invested badly, they have withdrawn the investment and placed it in the better security of a board school. They cannot be fairly blamed for adopting this business-like course. But plague, which always seems to hit the precarious aided school harder than the well-established public school, has helped in the process of weeding out. Altogether 113 aided schools have disappeared. There are not wanting those who place little faith in the attempt to spread education by the system of aided primary schools, but even the strongest advocates of the system would scarcely regret the closing of schools to which pupils either did not come, or, if they did, were scarcely taught at all. The general verdict on their efficiency remains unaltered. Here and there are to be found schools which compare not unfavourably with good district board schools, but these are bright exceptions. The majority are at best a bad second to board schools, justifying their existence in the present state of education as instruments for extending educational facilities at a cheaper rate. Some would call them cheap and nasty, but, as has been pointed out before, they need not necessarily be so. Their faults are often due to bad administration, and frequently they have not been given a fair trial. There can be no doubt that their administration has been improved in the last few years, and that less money has been wasted on worthless imitations. The practice of making the grant-in-aid conditional on some local contribution towards the school is becoming more general and makes for greater efficiency. It seems to be often overlooked by boards that a school which subsists on the grant-in-aid is not an aided school but a board school. Aided schools.

The qualifications of the teachers are slowly but steadily improving. The uncertificated teacher is falling into a small minority, and a considerable supply of trained men is passing into the ranks. While formerly the question was the proportion of certificated to the uncertificated, now it is the proportion of trained certificated to the merely certificated. The latter still preponderate, but their majority is steadily diminishing. There is, however, plenty of room for more trained men, and the demand is said to be greater than the supply The figures for the Meerut division probably represent something above the average. In that division there are 1,200 teachers altogether, and the total is made up as follows: 346 trained on the old or new system, 227 lower primary certificated, 605 untrained Vernacular Final passed, and 22 non-certificated. The question of improvement both in quantity and quality is closely bound up with that of finance. It is perhaps axiomatic that the proper stamp of man will not be induced either to join a training class or to teach in a school, unless he can expect fair remuneration. Unfortunately the resources at the disposal of educational authorities do not always allow them to satisfy legitimate aspirations. Thanks to the Government grant of Rs. 25,000 for the purpose, a better grading has been generally introduced; and some boards are of their own accord paying special attention, so far as their limited funds will allow, to improving grades for the reward of good work and good qualifications. But the grades above the prescribed minimum are everywhere comparatively small. The question of improving the teaching agency is in all times and places the most vital educational problem. Apart from the material supplied by nature, it resolves itself into factors of time and money. The consideration of the former makes it plain that teachers cannot be extemporised, and suggests counsels of patience; as regards the latter, no one of those who clamour so eagerly for expansion has yet been able to point out where an unlimited supply of money at short notice is to come from. Supply of teachers.

It is not easy to state in general terms the progress made in the matter of primary school buildings. Startling advances are not to be expected, but the district reports show that several boards are making genuine and not unsuccessful efforts at the better housing of the schools. The various items of work done, whether in the shape of new buildings, extensions or repairs, would make a very respectable total. The local resources for these purposes were augmented by the distribution of Rs. 82,705, for buildings and furniture, saved from the six lakh grant. Steadily but surely hired and borrowed buildings for boards schools are giving place to State buildings, but the figures for the Meerut division give an idea of the leeway that is still to be made up. There 390 schools are held in State Buildings.

buildings and 280 are in borrowed or hired buildings, and this proportion is probably below the provincial average. Opinions still differ about the relative merits of materials. Some boards prefer good brick buildings and iron girders, in order to avoid the future trouble and expense of repairs; others prefer cheaper materials, such as mud and country wood, in order to go ahead more rapidly. Something may be said for either point of view; but the recent issue of standard plans, combining as much durability as is possible with economy, may tend to crystallise opinion. The employment of a reliable building agency is not by any means always an easy matter, for the local contractor requires frequently to have a sharp look-out kept over him. In some eight districts school buildings suffered heavily from disastrous floods, some being completely washed away and some being so damaged as to require rebuilding. These districts are to receive a special subsidy from the allotment of two lakhs given by the Government of India for primary school buildings and equipment, most opportunely announced at the end of the year. Aided schools, as is well known, are badly housed and badly equipped almost without exception.

SECTION VI.

Training Institutions.

Higher Grade Training College.

The number of students in the Higher Grades Training College rose from twenty-six to thirty-one. There was a welcome increase in the number of those who took science as one of the subjects for their degree. It is much to be regretted that not more than three Muhammadans could be induced to join the college. Of those who completed the course twenty-seven students qualified for the degree of L. T. The most important change connected with the institution was in its relations with the Government High School. The latter was placed under the direct control of the Principal as a practising school, and the result has been beneficial to both school and college. Practice in teaching has been better supervised and has increased in amount, thanks to the sensible attitude of the University Board of Studies in Teaching, which, has framed its theoretical courses on the principle that a little achieved is better than much attempted. A class was opened in manual instruction and although attendance was voluntary, all but 2 students joined it. The course was short, but it showed that graduates will take to it readily.

The fine new block for science and manual instruction was completed by the end of the year and will add materially to the equipment and efficiency of the college. The closer connection with the school provides more and wider opportunity for physical recreation and the organisation of games.

Lower Grade Training College.

The course at the Lower Grades Training College was successfully completed by forty-six students. The most noteworthy feature of the year's work was the introduction of considerably more practical work into the course. Each student taught for six weeks, and to achieve this object four schools were used as practising schools. The students thus gained valuable experience under normal conditions. The examiner's report indicates in consequence a marked improvement in the practice of teaching. The Principal has entered into occupation of his new quarters and has thus been enabled to exercise closer supervision over the hostel.

Training Institutions for Teachers in European schools (for Mistresses.)

Fourteen candidates, nine from All Saints Training College, Naini Tal, and five from Woodstock College, Mussooree, appeared for the qualifying examination at the end of the course. Thirteen passed, one in the first division, and six in the second. Four gained distinctions. The work was pronounced by the examiners to be an improvement upon that of the previous year; but it is complained that the qualifying examination for admission is too low. This matter is receiving consideration.

Normal schools for masters.

The number of students under training in normal schools was 457, divided into 214 Urdu students and 243 Hindi. In some schools in spite of every effort to keep the balance true the numbers in the respective classes are still very unequal; but the inequalities generally reflect prevailing conditions, Urdu students preponderating in the western, and Hindi students in the eastern districts. The proportion of Muhammadans is much lower than it should be, despite special efforts made during the last few years to depute more. It is apparently not easy to induce

them to go to normal schools. Discipline has been satisfactory, and health has been good, in spite of the prevalence of plague, cholera and malaria. The Gorakhpur Normal school was the only educational institution in the city that did not have to close during the worst period of the outbreak of plague. The results of the Vernacular Teachers' Certificate examination were better, 188 or 83 per cent., having passed out of 226. Physical education is reported to be receiving plenty of attention.

Training Classes.

The institution of two more training classes has brought the total number up to 108, and the number of men trained was 622. All but 24 of those enrolled had passed the Vernacular Final examination, and 534 gained teachers' certificates. Each class is attached to a separate school, except in one or two instances where the doubtful experiment has been tried by district boards of amalgamating two or more classes. Such a plan cannot but defeat one of the principal objects, viz. to give liberal opportunities for practice in teaching. The popularity of the classes varies. Thus in Kumaun competition for admission is keen, and the applicants have better qualifications than formerly. But one Chairman says that recruiting is difficult because of the small allowance given during training and the poor pay given afterwards. Several boards, however, are overcoming the second obstacle by offering more liberal salaries. The work done in the classes naturally varies. Thus an Inspector remarks that 'dry technique' is followed 'with mechanical precision;' another that 'the weaknesses inherent in normal schools are transmitted in an exaggerated form by the instructor to the pupils'. There is much truth in these criticisms; but a system of training that has been in operation for twenty years is not soon altered, and the leavening influence of the training colleges has not yet had time to make itself generally felt in lower grade institutions. But notwithstanding all that may justly be said in depreciation of training class methods, inspecting officers are agreed that the teachers trained therein are far better than their untrained predecessors, and this is confirmed by the reports from district boards. The accommodation and equipment of the classes are steadily improving, and towards the end of the year a grant of Rs. 50,000 was promised by Government for improving them still further.

Training institutions for teachers in Indian schools for mistresses.

There are now 15 training classes for mistresses with 275 scholars, three new classes having been attached to model schools and one to a district board school.

The Girls' Normal School, Lucknow, has made a marked advance in efficiency. Seven students appeared for the final examination and all passed. The examiner states that she has noticed a distinct improvement each year both in the type of students and in their work. There were eight students in the junior class. The Chief Inspectress notes, as one of the pleasing features of the school life, a growing *esprit de corps* among both present and past students, and mentions the success of the head mistress in impressing on them the obligation to reflect credit on the school by their conduct as teachers.

At the Isabella Thoburn College seven students passed the teachers' certificate examination, and were in much demand for employment. One had made a speciality of kindergarten work. The usual keenness has been displayed, and the quality of the work is said to show a distinct improvement.

At the Agra High School one student passed the final English examination for a teachers' certificate and two the Middle Vernacular. The work here is on a small scale, but is, the Chief Inspectress says, very carefully done. The recognition of the Bareilly Training Class was transferred, with the consent of the Mission that maintains both, to the Moradabad class, where the work, which includes domestic work, is said to be promising. Of the training classes attached to model schools that at Bahraich alone has begun the actual work of training. In the others the only available candidates have first to be taught the school subjects up to class IV. This state of things is a forcible illustration of the extreme difficulty, which is apparently not always realised—especially by the impatient—of finding teachers and consequently of hastening the progress of female education.

SECTION VII.

Technical and industrial education.

Organisation.

The organisation of technical and industrial education has been greatly assisted by the appointment of a Director of Industries, or, as he is now styled,

under the orders of the Secretary of State, Director of Industries and Inspector of Industrial institutions. In the former capacity he deals directly with Government, in the latter he is responsible to the Education Department.

Technological Institute.

Some progress has been made with the scheme for a Technological Institute. A section of the work at Roorkee, as stated above, has been devoted to technological training in the mechanical arts and in the textile industries. The original scheme for a Technological Institute at Cawnpore has been modified, and preparations have been made for establishing it on a reduced scale. Towards its cost three and a half lakhs have been allotted from the grant of 15·91 given by the Government of India for education. The nucleus of the scheme will be the provision of a laboratory and equipment for one industrial chemist and his staff. A site after some deliberation has been fixed upon, and the preparation of plans and estimates for the library and staff quarters are being taken in hand. Plans for the laboratory were drawn up some time ago, but before work is commenced upon them the technological chemist will be consulted in regard to them.

Industrial schools.

The Industrial School Lucknow, has continued to work on the lines of last year, but the question of its reorganization in accordance with the new curriculum and code of regulations which have lately received sanction, has occupied much attention. The new constitution is the result of prolonged and careful deliberation by the Managing Committee with a view to meeting the recommendations of the Industrial conference, and is to be tried without alteration for at least five years. In the words of Mr. Wilson, the Director of Industries : "the objects of the school are to train the junior officers of the industrial army and to fit them to rise in the workshops and, under the experience of practical life to be leaders of industry." The school is in future to concern itself mainly with these rather than as hitherto with the training of mere artisans. Its equipment has been completed, a hostel has been built and its committee reconstituted. The night school has continued to show good results. The school supplied one of the most interesting exhibits at the Allahabad Exhibition, the boys being seen actually at work. The Industrial School, Gorakhpur, was opened in November 1910 on the lines of its prototype at Lucknow, and immediately attracted a goodly number of pupils—almost more than the staff could do justice to. Attached to it is a night school, which is very popular and attended by 132 pupils. It is managed by a local committee.

The School of Design, Lucknow, the Carpentry School, Bareilly, and the Experimental Weaving Station, Benares, have not started work, as the heads of these institutions have not yet been appointed by the Secretary of State. These schools will be placed under local committees.

State-aided industrial schools.

Eight purely industrial schools have been returned. They are for the most part maintained by missionary or philanthropic bodies, and train pupils in a practical manner for various trades. The Director of Industries thinks they are serving a useful purpose.

Weaving Schools.

Weaving schools are eight in number and situated at Bara Banki, Tanda, Shahjahanpur, Sandila, Moradabad, Deoband, Muzaffarnagar and Almora. They were originally started by the Agricultural Department with the assistance of district officers and local committees of management, and only came under the control of the Education Department towards the close of 1910-11. They are a somewhat costly experiment, their grants aggregating Rs. 31,000, and their aims and functions fluctuate. Sometimes they take the form of small manufactories, at other times they approximate to training institutions, pure and simple. The Director of Industries thinks there are signs of progress and that the prospects are encouraging; but the trained weavers find it hard to market their cloth, of which there appears to be an overproduction, and mill owners have had to be approached to give the surplus 'graduates' employment. It is not yet possible to say with certainty how far the schools are winning the confidence of the weaver class, and whether the looms used are really the most suitable for the development of cottage industries. Pupils of other classes are admitted as well, but statistics are not yet available to show how many of the men trained are actually practising the improved methods and earning a decent living. Till such knowledge is obtained it would be unsafe to hazard a decided opinion. It is rather discouraging that so far the schools generally have failed to receive any local support from gentlemen of influence and position. In this respect the Bara

Banki Weaving School stands alone, and it still remains by far the largest and most important of the schools.

The business departments at St. John's College, Agra, and the Reid Christian College, Lucknow, have carried on their work vigorously and succesfully as usual giving instruction in typewriting, shorthand, and commercial methods, to a number of young men intending to enter business or offices. These branches of instruction will no doubt receive stimulus from the newly instituted University commercial certificate. Commercial schools.

The Technical department at the Christian College, Allahabad, pursues its separate way: progress is said to have been made towards the realisation of a scheme for agricultural education.

The total number of students fell to 301. The decrease is attributed to the raising of the standard of qualification for admission and the requirement that applicants must be residents of the United Provinces. But there has been an increase both in the Civil and Military class. The projected new quarters for nurses have had to wait for the provision of funds. The result of the final examination of the Military Class is stated to have been 'very satisfactory'. The work and conduct of the students are favourably reported on. Medical School, Agra.

Forty-three students joined the college bringing up the total number to 141. At the final examination 34 out of 53 obtained diplomas. The fine new college buildings were finished before the close of the year. The instruction farm, though it does not pay its way, has not involved any serious loss, and the demonstration plots are said to be proving of great use. Agricultural College, Cawnpore.

SECTION VIII.

Female education.

The number of institutions of all kinds has fallen from 1,266 to 1,251, but the number of scholars has increased from 46,188 to 46,912. The conditions, reported last year have therefore been reversed. It is to be observed that the schools which have disappeared are private ones, and that there has been an increase in the numbers of both schools and scholars under the head 'public institutions.' These facts indicate that, while the weaker schools fail to hold their own against adverse circumstances, such as an epidemic of plague, the better schools are being increasingly appreciated. The other signs of progress noted last year, viz. an increased enrolment in colleges and in the secondary and upper primary standards of schools are again visible. Schools and scholars.

The expenditure on anglo-vernacular schools was Rs. 1,44,033, including Government grants amounting to Rs. 29,009. This total is less by Rs. 21,369 than that of last year's. I am not able to account for this decrease, but from enquiries it would seem possible that the figures for last year were swollen by incorrectly including therein amounts paid by teachers for board and lodging. The decrease of Rs. 5,000 in expenditure from provincial revenues in vernacular secondary schools is due to the conversion of the Crosthwaite School into an anglo-vernacular school. Expenditure.

The Isabella Thoburn college, the only institution of its kind, continues to progress. The enrolment in the college and normal school has been well maintained, and the numbers in the high school have risen from 156 to 188. The students have, as usual, been drawn from nearly all over India. It is unfortunate that the hostel for Hindu and Muhammadan students, from which much was hoped, had to be closed temporarily for lack of inmates. The examination results have been quite satisfactory. The Hazzard Memorial building, containing a library, a dormitory, a teacher's room and eleven class rooms has been added to the college at a cost of Rs. 40,000; the Lilavati Singh Memorial hostel for the high school, costing Rs. 60,000, is nearing completion, and plans for a new high school building have been matured. The Principal expresses the hope that when the new building projects, which necessarily absorb much attention on the part of the college authorities, are carried out, a period of extensive educational development will ensue. The preparations for it are at any rate being made on a generous scale. Collegiate education.

The statistics given above do less than justice to the progress that has taken place in secondary schools. Owing to an error in last year's returns there is an Secondary education.

apparent increase of one school only. But there is an actual increase of three, middle sections having been added to the Partab Singh School, Moradabad, the Kanya Pathshala, Roorkee, and the district board school, Jaswantnagar, in the Etawah district. There is moreover a growing desire felt in middle schools to work up to the high stage, in spite of the practical difficulties in the way. Several schools have for the first time prepared candidates for the middle examination, and others hope to do likewise next year. These developments, which have taken place in mission schools, are the crown of past work; but there has been a somewhat unexpected step forward among Hindu and Muhammadan schools. For instance, in 3 model schools, students have begged to be allowed to proceed to the middle stage. At the Benares Central Training School candidates for teacherships insisted on studying up to the lower middle stage before beginning their training, and there has been an unlooked for increase in private candidates for the Vernacular Final examination. These are hopeful signs, and the Chief Inspectress speaks encouragingly of the year's work generally. "As regards the individual schools," she says, "there is little of special interest to note in the year's work. Schools which have done good work in the past have continued to do so, and the same may be said of those whose work is indifferent. Among many of the former, and the high schools especially, signs of real vitality are to be found: circumstances make any very rapid strides forward impossible, but there is a ceaseless effort after improvement."

Examinations.

The results of the Matriculation and the Vernacular Final examinations have been given above. In the Anglo-Vernacular Middle examination there were 140 candidates of whom 96 passed, 20 in the first division, 69 in the second, and seven in the third.

Primary education.

In the last year's report it was pointed out that the number of girls in girls' schools had increased. A further increase has taken place, which will be satisfactory to those who are chiefy interested in mere numbers and quantity; but a more solid indication of growth is a slight increase in upper primary schools. Thus in the Agra circle 8 out of 11 model schools were raised to this standard. "Another hopeful feature", writes the Chief Inspectress, "is that a few at least of the teachers have awakened to the need of self-improvement;" and she quotes instances of such keenness and of the encouragements given to it by some of the boards. Taking teachers as a whole, she thinks that there is a steady improvement going on in the quality of the teachers "however slow it may be"; and one of the Inspectresses, of long experience, says "that in looking back she realises that a very marked change has taken place." As regards the work done, the average quality is perhaps highest in model schools, but some district board and aided schools show encouraging signs of progress. The aided schools for girls suffer, of course, from the same defects as aided schools for boys, and from the same cause. Model schools have the advantage of the prestige of direct connection with the *Sarkar*, and are less liable to suffer from fluctuations of expenditure and of interest. Some schools defy all attempts to improve them; but on the whole the improvement in the quality of the teacher is making itself felt, and now that the circles have been reduced in size, the influence and stimulus of more frequent visits by the Inspectresses will have its effect. It is certainly refreshing to hear of a teacher making an effort to teach her pupils in a plague camp, and of a pupil refusing a salary but offering to teach gratis in return for what she had received from the school. Instances have occurred of refusal of scholarships, though from different motives; but generally there is no reluctance in accepting material inducements to study, especially where poverty is the obstacle. In such cases the recipients are likely to become teachers afterwards. The number of scholarships given to wives or relatives of school masters to assist them to read up to higher standards has grown from 18 to 27.

The general situation

Nevertheless the general position is not appreciably altered. It is as true as ever that female education is not popular—even though as one Chairman puts it: "dislike and opposition have given way to indifference and toleration." The cry goes up from all quarters that teachers cannot be had, and that without them it is useless to open schools. Much of the work is admittedly experimental and reflects the ebb and flow of local interest which, again, is sometimes more apparent than genuine. It probably accounts for the rash opening and sudden closing of

schools. Another obstacle is the difficulty of providing a building suitable for a girls' school. "Often", it is said, "one cannot be obtained on the rent available, and though many are properly housed others are not." From this point of view, the grant of Rs. 50,000 from the Government of India for model school buildings is very welcome; while the liberal subscriptions promised by the residents of Lakhimpur and Unao towards new buildings, and the spacious and costly building erected at Khurja by B. Janki Prasad, are pleasing indications of local enthusiasm and individual generosity. The fact is, two conditions are essential for success: first, a satisfactory teacher, secondly, an Indian gentleman or gentlemen in the neighbourhood interested in the school. A few local committees have done useful work, but for the most part, they exist in name only, meet rarely, and do little business. It is recorded that in one district the only meeting arranged for had to be postponed for lack of a quorum.

SECTION IX.

Education of Special classes.

Europeans and Eurasians.

The number of institutions entered in the tables is 70, a figure which includes 56 separate institutions together with two training classes, four arts colleges, or classes preparing for University examinations, (one for men and three for women) and eight "other special schools," i.e. special classes for additional and technical training, maintained in connection with established schools.

The average total enrolment, which affords a bettter criterion of progress than the enrolment on March 31st when the hill schools have not generally filled up, rose by 352 or nearly eight per cent., and included a rise of 92 per cent., from 110 to 211 in scholars reading in "other special schools". The former figure is a satisfactory indication of general progress, while the latter seems to show on the part of the domiciled community, as the Inspector remarks, a greater realisation of the need for effort and self-help. There were more women than men reading in arts colleges, doubtless because girls' schools as a rule are accustomed to demand higher attainments in the case of would-be teachers. The decline in the number of men is, in view of what is being done to improve the pay of teachers, rather disappointing. The question of how many of the scholars of our European schools come from other parts of India than the United Provinces is an interesting one, and its examination could not fail to produce some striking and important results. There is no doubt that a considerable fraction of scholars in the hill schools do not belong to these provinces. The total expenditure, direct and indirect, was Rs. 10,83,393. Fees increased by Rs. 71,000 or 15 per cent., and reached the record total of over 5¼ lakhs. This increase is explained partly by an increased enrolment, but partly also by a rise in the fee rates. The Inspector calculates that the average tuition fee per annum was Rs. 109, which, is, of course, only a small part of what is paid in the case of boarders, and is exclusive of the further charges which the parent must incur for travelling expenses, books, &c.; and he quotes these figures as further evidence that the members of the domiciled community do not shrink from spending freely, according to their means, on the education of their children. Government contributed 28 per cent., or seven per cent. more than last year, all the important heads showing an increase. Rs. 32,000 were given in supplementary grants, mainly in improving the salaries of teachers. The value of these grants can hardly be over-estimated. When it is more generally realized how much better paid the teaching profession is becoming, there should be far less difficulty in securing well qualified candidates for training. The Inspector has made an interesting comparison between some aspects of the work in these and other provinces. Some of his conclusions are worth recording. The enrolment in the United Provinces stands third, after Bengal and Madras. Fee rates are higher than elsewhere, and there is a larger proportion of pupils in the higher classes. These conclusions indicate a comparatively healthy and progressive state in the domiciled community.

Examinations.

There has been an increase in the number of candidates for all the examinations, primary, middle and high, and the results all round have been better. These facts seem to indicate not only a greater appreciation of education, but a certain rise in efficiency; and the Registrar notes an improvement in subjects which were weaker than they should have been in the previous year. A novel

but welcome feature was the successful appearance of three girl candidates in cookery, theoretical and practical.

Hindus and Muhammadans.

The number of Muhammadan students again increased, viz. by 377, whereas that of Hindus decreased by 2,120. The percentage of the former to the total number of scholars under instruction now stands at 18·9. The increase occurred among students in secondary and primary schools; but there was a slight falling off in college students and in those attending private institutions. Taken on the whole the figures seem to indicate that the appreciation of education, already observed to be growing in the Muhammadan community, is being sustained. The decrease of college students is probably only temporary; but the falling off in the number of those reading in private institutions may indicate a new tendency to prefer public schools. Amongst the Hindus students have increased in colleges and secondary schools and private institutions, but have declined in primary schools. The presence of more Muhammadan teachers and inspecting officers might stimulate school attendance; but there is a reluctance among Muhammadans to qualify for educational work by undergoing a course of professional training. This is a matter which deserves the attention of the leaders of the community.

Colvin Taluqdars' School, Lucknow.

Though the numbers have slightly declined the efficiency of the Colvin Taluqdars' School is increasing. Money has been freely spent upon improvements, and the school has now a well equipped laboratory. It is all the more deplorable that the class for which it is provided does not take fuller advantage of the excellent opportunity it affords it of educating its sons. The new Principal, Mr. Rees, formerly headmaster of the Muhammadan Anglo-Oriental Collegiate school, Aligarh, entered on his duties in December last. He rightly points out the extreme desirability of the boys being sent young to the school instead of, as usually, when they are 14 or 15 years old.

SECTION X.

Private Institutions.

The number of these institutions rose from 4,559 to 4,641, but the enrolment fell slightly by 497 to 72,380. A scrutiny of the figures shows, as usual, the danger of drawing inferences from data which fluctuate so unaccountably, and are notoriously unreliable. Elementary vernacular schools which declined last year have increased; but while Koran schools have continued to increase, Sanskrit schools have, for some unknown reason, diminished. The figures for the divisions also vary as inexplicably as the provincial totals. The only safe conclusion is that the fortune of these schools swings backwards and forwards within pretty clearly defined limits. They represent a fairly constant demand for education on old-fashioned lines and are, in short, an interesting survival.

SECTION XI.

Provincial Text-Book Committee.

Fourteen meetings of the sub-committees were held in addition to the annual general meeting and a joint meeting of the Hindi and Urdu sub-committees, to consider the revised Urdu and Hindi readers. The following are the numbers of the publications, including charts, atlases, &c., considered by the sub-committees. English and History 302; Mathematics, Science, Geography, &c., 179; Urdu Persian and Arabic 93; Hindi and Sanskrit 98; education and teaching 24; making a total of 696. The value of the publications disposed of is very unequal, and for comparatively few of the works sent in could any use be suggested; but the enterprise of publishers and the industry of authors continue to make the work of the Committee no sinecure.

Allahabad:
The 12th October 1911.

C. F. de la FOSSE, M.A.,
Director of Public Instruction,
United Provinces.

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GENERAL TABLE I.

Abstract return of Colleges, Schools and Scholars in the United Provinces of Agra and Oudh at the end of the official year 1910-11.

(For details see General table III.)

Area and population.				Institutions and scholars.	Public Institutions.							Private Institutions.		Grand total.	Percentage of.	
					Collegiate Education.		School Education, General.		School Education, Special.		Total of Public Institutions.					
Total area in square miles.	Number of towns and villages.	Population.			Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special Schools.		Advanced.	Elementary.			
1	2		3	4	5	6	7	8	9	10	11	12	13	14	15	
				Institutions. For males	31	9	551	9,067	114	85	9,857	887	3,530	14,274	Institutions to number of towns and villages.	13·52
				Institutions. For females.	4	...	61	941	17	4	1,027	1	223	1,251		1·19
				Institutions. Total ...	35	9	612	10,008	131	89	10,884	888	3,753	15,525		14·71
107,164	Towns ... 455	Males...	24,628,344	Scholars. Males ...	4,180	1,129	87,353	4,32,497	1,085	4,097	5,30,341	16,536	51,998	5,98,875	Male scholars to male population of school-going age.	16·21
	Villages... 105,073	Females	22,565,048	Scholars. Females...	51	7	5,232	37,365	313	98	43,066	108	3,738	46,912	Female scholars to female population of school-going age.	1·39
	Total 105,528	Total...	47,193,392	Total ...	4,231	1,136	92,585	4,69,862	1,398	4,195	5,73,407	16,644	55,736	6,45,787		9 12

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces of Agra and Oudh for the official year 1910-11.

(For details, see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.
	Collegiate Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1.—Institutions { For males	7,57,198	4,42,990	21,68,432	15,49,616	1,"4,254	2,63,460	53,15,950	1,20,213	1,07,120	5,18,524	1,99,743	14,52,642	1,46,832	7,00,894	32,45,968	93,39,223
For females	38,953	...	4,50,812	2,25,868	60,282	1,390	7,77,305									
Total ...	7,96 151	4,42,990	26,19,244	17,75,484	1,94 536	2,64,850	60,93,255	1,20,213	1,07,120	5,18,524	1.99,743	14,52,642	1.46 832	7,00 894	32.45,968	93,39,223
2(*a*)—Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction	11·16	12·64	20·31	2·09	3·69	4·79	54·68	·71	3·42	7·93	2·52	24·93	2·43	3·38	45·32	100·00
(*b*)—Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction	·43	...	14·89	52·07	2·48	·27	70·14	...	...	10·80	2·36	14·44	·95	1·31	29·86	100·00
(*c*)—Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction ...	3·97	...	24·30	59·89	·63	·81	89·60	...	...	·83	1·67	5·52	·91	1·47	10·40	100·00
(*d*)—Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction...	8·52	4·74	28·05	19·01	2·08	2·84	65·24	1·27	1·14	5·55	2·14	15·55	1·57	7·54	34·76	100·00

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces of Agra and Oudh for the official year 1910-11—(concluded).

(For details, see General Table IV).

	Total Direct Expenditure on Public Instruction.						
	Collegiate Education.		School Education, General.		School Education, Special.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8
3.—Average annual cost of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p	Rs. a. p.	Rs. a. p.
Government Institutions. Cost to Provincial Revenues ...	236 13 3	573 6 9	19 3 2	13 7 1	165 11 10	42 4 6	50 13 0
Government Institutions. Cost to Local and Municipal Funds	...	...	5 12 9	0 4 2	...	...	3 11 9
Total cost ...	291 6 10	577 9 1	42 5 11	13 14 11	166 12 3	47 15 11	68 10 6
Local Fund Schools. Cost to Provincial Revenues.	...	...	0 0 7	...	...	...	0 0 1
Local Fund Schools. Cost to Local Funds ...	...	...	6 12 1	3 10 4	97 2 9	...	4 3 5
Total cost ...	...	...	10 3 10	4 5 0	98 4 0	...	5 3 9
Municipal Schools. Cost to Provincial Revenues ...	...	...	3 12 11	...	...	...	0 5 9
Municipal Schools. Cost to Municipal Funds ...	...	...	11 2 1	5 4 11	...	10 12 0	5 13 5
Total cost ...	...	...	25 8 7	5 13 9	...	10 12 0	7 11 11
Institutions in Native States. Cost to Native State Revenues ...	...	...	27 15 11	5 10 3	...	...	20 0 2
Institutions in Native States. Cost to Local and Municipal Funds	...	...	...	...	...	...	...
Total cost ...	...	...	27 15 11	13 2 7	...	8 11 10	22 10 6
Aided Institutions. Cost to Provincial Revenues ...	60 4 6	...	12 10 8	0 2 11	54 6 11	28 7 4	3 10 8
Aided Institutions. Cost to Local and Municipal Funds	9 6 11	...	1 5 7	2 0 7	8 9 11	6 15 0	2 1 2
Total cost ...	188 6 4	...	46 5 4	2 13 8	250 1 7	82 9 9	14 2 10
Unaided Institutions—Total cost	104 14 0	97 12 0	52 2 5	5 4 6	...	105 14 4	38 3 2
All Institutions. Cost to Provincial Revenues ...	84 15 11	347 9 2	7 0 7	0 2 4	86 5 8	34 8 5	3 2 5
All Institutions. Cost to Local and Municipal Funds	5 10 10	...	4 14 9	3 5 5	47 4 10	2 1 8	3 11 5
Total cost ...	193 8 4	388 9 4	28 15 4	4 0 2	145 6 3	60 15 1	11 3 3

GENERAL

Return of Colleges, Schools and Scholars in the

Class of institutions.	Public							
	Under Public manage-							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
COLLEGIATE EDUCATION. English	2	482	486	435	...	...	...	...
Oriental	2	345	360	292	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...
Engineering	1	471	470	469	...	...	...	...
Teaching	2	77	77	73	...	...	...	...
Agriculture	1	141	141	124	...	...	...	...
Total	8	1,516	1,537	1,393	...	...	...	...
Secondary Schools.								
SCHOOL EDUCATION, GENERAL. For Boys — High Schools	47	13,134	13,242	11,267	2	639	645	556
For Boys — Middle Schools — English	...	...	...	..	10	1,447	1,402	1,154
For Boys — Middle Schools — Vernacular.	6	670	705	542	350	42,571	40,984	31,040
For Girls — High Schools	...	...	...	...	...	...	...	...
For Girls — Middle Schools — English	...	...	...	...	1	99	91	64
For Girls — Middle Schools — Vernacular.	...	...	...	...	1	38	36	25
Total	53	13,804	13,947	11,809	364	44,794	43,158	32,839
Primary Schools.								
For Boys	4	158	148	120	5,376	3,11,914	2,93,771	2,18,288
For Girls	62	3,237	2,952	2,062	347	10,935	10,399	7,211
Total	66	3,395	3,100	2,182	5,723	3,22,849	3,04,170	2,25,499
Schools for Special Instruction.								
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	6	463	469	444	108	622	625	583
Training Schools for Mistresses.	6	64	66	60	1	5	4	3
Schools of Art	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...
Medical Schools	2	301	296	292	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	2	108	126	110	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...
Reformatory Schools	1	149	146	136	...	...	...	...
Other Schools	44	2,156	2,156	1,684	1	60	60	42
Total	61	3,241	3,259	2,726	110	687	689	628
Total of Colleges and Schools of Public Instruction.	188	21,956	21,843	18,110	6,197	3,68,330	3,48,017	2,58,966

TABLE III.

United Provinces for the official year 1910-11.

Institutions.							
ment.	Under private management.						
Maintained by Native States.	Aided by Government or by District or Municipal Boards.						
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17
...	...	...	...	13	1,796	1,766	1,543
...	...	...	...	11	768	711	560
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	**24**	**2,564**	**2,477**	**2,103**
1	389	374	264	54	16,417	16,490	13,924
...	...	...	...	42	6,335	6,041	4,966
...	...	...	...	11	1,242	1,194	886
...	...	...	...	18	1,862	1,860	1,780
...	...	...	...	27	2,538	2,375	2,260
...	...	...	...	8	597	567	434
1	**389**	**374**	**264**	**160**	**28,991**	**28,527**	**24,250**
5	180	159	130	3,541	1,22,817	1,15,752	92,338
...	...	...	...	514	15,268	14,365	10,709
5	**180**	**159**	**130**	**4,055**	**1,38,085**	**1,30,117**	**1,03,047**
...	...	...	...	...	...	...	...
...	...	...	...	10	244	174	165
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	16	644	730	577
...	...	...	...	2	80	144	75
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
1	39	35	35	9	356	352	251
1	**39**	**35**	**35**	**37**	**1,324**	**1,400**	**1,068**
7	**608**	**568**	**429**	**4,276**	**1,70,964**	**1,62,521**	**1,30,468**

GENERAL

Return of Colleges, Schools and Scholars in the

	Class of institutions.	Public institutions—(*concluded.*) Under Private Management (*concluded.*) Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of public institutions.	Grand Total of Scholars on the 31st of March.	Number of scholars on the 31st of March learning— English.	A classical language.	A vernacular language.	Europeans and Eurasians.
	1	18	19	20	21	22	23	24	25	26	27
COLLEGIATE EDUCATION.	*Arts Colleges.*										
	English	5	677	678	630	20	2,955	2,925	1,450	377	42
	Oriental	2	163	113	103	15	1,276	342	1,215	65	...
	Colleges or Departments of Colleges for Professional Training.										
	Law... ... .:.	5	447	449	243	5	447	447	..	...	...
	Medicine	...	...	...	...	...	...	...	..	...	...
	Engineering	...	...	...	...	1	471	...	...	...	60
	Teaching	...	...	...	...	2	77	77	...	38	5
	Agriculture	...	...	...	...	1	141	141	...	88	...
	Total ...	12	1,287	1,240	976	44	5 367	3,932	2,665	568	107
SCHOOL EDUCATION, GENERAL.	*Secondary Schools.*										
	For Boys. High Schools ...	9	2,486	2,373	2,045	113	33,065	30,939	12,368	29,166	1,618
	For Boys. Middle Schools English ...	15	1,622	1,593	1,271	67	9,404	6,727	1,973	8,711	355
	For Boys. Middle Schools Vernacular	4	143	120	98	371	44.626	...	...	45,133	...
	For Girls. High Schools ...	2	89	99	86	20	1,951	1,887	570	698	1,369
	For Girls. Middle Schools English ...	4	267	250	214	32	2,904	1,519	566	2,405	497
	For Girls. Middle Schools Vernacular	...	...	...	...	9	635	...	...	635	...
	Total ...	34	4.607	4,435	3.714	612	92 585	41,072	14.967	86,748	3,839
	Primary Schools.										
	For Boys	141	4,828	4,422	3,362	9,067	4,39,897	582	1,149	4,38,049	202
	For Girls	18	525	490	386	941	29.965	576	39	29,943	230
	Total ...	159	5,353	4.912	3,748	10,008	4,69.862	1,158	1,188	4,67.992	432
SCHOOL EDUCATION, SPECIAL.	*Schools for Special Instruction.*										
	Training Schools for Masters	...	...	...	...	114	1,085	...	16	1,085	...
	Training Schools for Mistresses.	...	...	...	...	17	313	68	...	258	47
	Schools of Art	...	...	...	...	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	2	301	...	...	...	6
	Engineering and Surveying Schools.	5	120	118	114	5	120	78	10	49	120
	Technical and Industrial Schools.	6	182	183	131	24	934	32	...	...	32
	Commercial Schools ...	...	...	...	...	2	80	...	...	...	10
	Agricultural Schools ...	...	...	...	...	...	...	...	...	...	...
	Reformatory Schools ...	...	...	...	...	1	149	...	...	149	...
	Other Schools ...	...	...	...	...	55	2,611	60	350	2,167	57
	Total ...	11	302	301	245	220	5.593	238	376	3,708	272
Total of Colleges and Schools of Public Instruction		216	11,549	10,888	8,683	10,884	5,73,407	46,400	19,196	5,59,016	4,650
PRIVATE INSTITUTIONS.	1. *Advance teaching*— (a) Arabic or Persian ...					484	9,510	38	9,226	246	...
	(b) Sanskrit					404	7,134	4	6,871	259	...
	(c) Any other oriental classic					...	...	...	...	...	...
	2. Elementary, teaching a vernacular only or mainly. For Boys					1,980	30,158	508	503	29,147	...
	2. Elementary, teaching a vernacular only or mainly. „ Girls					110	1,511	20	15	1,476	...
	3. Elementary, teaching the Koran. For Boys					1,250	16,443	19	16,199	233	...
	3. Elementary, teaching the Koran. „ Girls					101	749	...	749	...	...
	4. Other Schools not conforming to Departmental standards. For Boys					300	6,592	2,538	411	4,410	2
	4. Other Schools not conforming to Departmental standards. „ Girls					12	283	...	40	243	...
	Total ...					4,641	72,380	3,127	34,014	36,014	2
	Grand Total ...					15,525	6,45,787	49,527	53,210	5,95,030	4,652

TABLE III.

United Provinces for the official year 1910-11—(concluded).

Classification of scholars on the 31st of March, according to race or creed.

Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
	Brahmans.	Non-Brahmans.						
28	29	30	31	32	33	34	35	36
64	670	1,415	759	...	3	2	3	...
...	889	20	367	...	...	...	2	...
3	109	248	86	...	1	...	...	...
...	...	...	...	...	...	...	...	...
12	87	229	83	...	...	...	...	...
4	27	32	9	...	...	...	7	...
2	24	90	25	...	...	...	...	...
85	**1,806**	**2,034**	**1,329**	**...**	**4**	**2**	**12**	**...**
806	6,225	17,191	7,154	25	29	17	135	...
555	1,579	4,346	2,548	9	12	...	89	...
187	11,150	23,539	9,725	16	...	9	62	...
478	24	40	28	5	7	...	...	262
2,067	102	140	83	...	15	...	...	269
256	59	299	21	...	...	...	...	13
4,349	**19,139**	**45,555**	**19,559**	**55**	**63**	**26**	**286**	**544**
379	1,25,186	2,51,219	62,099	94	6	712	7,934	...
852	6,111	17,154	5,605	6	7	...	..	534
1,231	**1,31,297**	**2,68,373**	**67,704**	**100**	**13**	**712**	**7,934**	**534**
...	455	442	187	1	...	...	...	...
54	66	114	32	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
64	58	146	27	...	...	...	...	...
...	...	...	...	...	...	...	...	...
469	48	143	238	...	3	1	...	...
24	15	18	13	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	9	90	50	...	...	...	...	...
4	452	1,904	194	...	...	...	...	...
615	**1,103**	**2,857**	**741**	**1**	**3**	**1**	**...**	**...**
6,280	**1,53,345**	**3,18,819**	**89,333**	**156**	**83**	**741**	**8,232**	**1,078**
...	89	447	8,973	...	...	1	76	...
...	6,142	966	26	...	...	...	12	...
...	...	...	...	...	...	...	...	...
1,507	5,607	18,462	4,576	...	...	6	370	...
315	166	795	235	...	...	...	...	9
...	2	85	16,356	...	...	...	810	...
...	...	...	749	...	...	...	...	8
192	1,367	3,574	1,457	..	...	...	39	...
65	23	142	53	...	...	...	...	7
2,079	**13,396**	**24,471**	**32,425**	**...**	**...**	**7**	**1,307**	**24**
8,359	**1,66,741**	**3,43,290**	**1,21,758**	**156**	**833**	**748**	**9,539**	**1,102**

GENERAL TABLE IIIA.

Number of Scholars on the 31st March, classified according to sex, race, or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis	Others.
				Brahmans.	Non-Brahmans.				
COLLEGIATE EDUCATION—									
Arts Colleges—									
English	Male	9	52	670	1,412	758	...	3	2
	Female	33	12	...	3	1	...	...	...
Oriental	Male	...	...	889	20	365	...	...	...
	Female	...	...	...	...	2	...	...	...
Colleges for Professional training—									
Law	Male	...	3	109	248	86	...	1	...
	Female	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Engineering	Male	60	12	87	229	83	...	...	...
	Female	...	...	...	...	...	...	...	...
Teaching	Male	...	2	27	32	9	...	...	...
	Female	5	2	...	...	...	...	...	...
Agriculture	Male	...	2	24	90	25	...	...	...
	Female	...	...	...	...	...	...	...	...
Total	...	**107**	**85**	**1,806**	**2,034**	**1,329**	...	**4**	**2**
SCHOOL EDUCATION—GENERAL—									
Secondary Schools—									
For Boys—									
High Schools	Male	1,484	806	6,225	17,190	7,154	25	29	17
	Female	134	...	...	1	...	...	...	...
Middle Schools—									
English	Male	266	555	1,579	4,346	2,548	9	12	...
	Female	89	...	...	...	...	...	...	...
Vernacular	Male	...	187	11,132	23,496	9,724	16	...	9
	Female	...	...	18	43	1	...	...	...
For Girls—									
High Schools	Male	239	13	...	6	4	...	...	...
	Female	1,130	465	24	34	24	5	7	...
Middle Schools—									
English	Male	211	57	...	...	1	...	...	...
	Female	286	2,010	102	140	82	...	15	...
Vernacular	Male	...	11	...	2	...	...	...	...
	Female	...	245	59	297	21	...	...	...
Total	...	**3,839**	**4,349**	**19,139**	**45,555**	**19,559**	**55**	**63**	**26**
Primary Schools—									
For Boys	Male	123	373	1,22,975	2,46,172	61,615	71	6	628
	Female	79	6	2,211	5,047	484	23	...	84
For Girls	Male	97	174	39	218	6	...	...	...
	Female	133	678	6,072	16,936	5,599	6	7	...
Total	...	**432**	**1,231**	**1,31,297**	**2,68,373**	**67,704**	**100**	**13**	**712**
SCHOOL EDUCATION—SPECIAL—									
Schools for Special Instruction—									
Training Schools	Male	...	...	455	442	187	1	...	...
	Female	47	54	66	114	32	...	...	...

GENERAL TABLE IIIA.

Number of Scholars on the 31st March, classified according to sex, race, or creed—(concluded).

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
			Brahmans.	Non-Brahmans.				
SCHOOL EDUCATION—SPECIAL—(*concluded*).								
Schools for Special Instruction—(concluded).								
Schools of Art ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Law Schools ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Medical Schools ... Male	...	12	57	139	27	...	...	...
Female	6	52	1	7	...	...	...	...
Engineering and Surveying Schools. Male	120	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Industrial Schools... Male	...	469	48	143	238	...	3	1
Female	32	...	...	...	...	...	...	...
Commercial Schools Male	10	24	15	18	13	...	...	...
Female	...	...	...	...	...	...	...	...
Agricultural Schools Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Reformatory Schools Male	...	...	9	90	50	...	...	...
Female	...	...	...	...	...	...	...	...
Other Schools ... Male	57	4	452	1,904	194	...	...	...
Female	...	...	...	...	...	...	...	...
Total ...	**272**	**615**	**1,103**	**2,857**	**741**	**1**	**3**	**1**
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION—	**4,650**	**6,280**	**1,53,345**	**3,18,819**	**89,333**	**156**	**83**	**741**
PRIVATE INSTITUTIONS—								
1. ADVANCED TEACHING—								
(*a*) Arabic or Persian Male	...	...	86	447	8,900	...	...	1
Female	...	...	3	...	73	...	...	...
(*b*) Sanskrit ... Male	...	...	6,125	951	26	...	...	...
Female	...	..	17	15	...	...	...	...
(*c*) Any other Oriental Classic. Male	...	...	...	...	...	...	..	...
Female	...	...	...	...	...	...	...	...
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—								
For Boys ... Male	...	1,488	5,560	18,215	4,519	...	...	6
Female	...	19	47	247	57	...	..	...
For Girls ... Male	...	...	2	7	...	...	...	...
Female	...	315	164	788	235	...	...	...
3. ELEMENTARY TEACHING—THE KORAN ONLY—								
For Boys ... Male	...	...	2	85	15,546	...	..	...
Female	...	...	...	...	810	...	...	...
For Girls .. Male	...	...	...	...	8	...	...	...
Female	...	...	...	...	741	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—								
For Boys ... Male	2	175	1,359	3,566	1,451	...	...	..
Female	...	17	8	8	6	...	...	...
For Girls ... Male	...	...	2	5	...	...	...	...
Female	...	65	21	137	53	...	...	...
Total of Private Institutions ...	**2**	**2,079**	**13,396**	**24,471**	**32,425**	**...**	**..**	**7**
Grand Total ...	**4,652**	**8,359**	**1,66,741**	**3,43,290**	**1,21,758**	**156**	**83**	**748**

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.							
Arts Colleges.							
English	1,82,412	...	...	45,524	...	427	2,28,363
Oriental	17,946	...	...	...	...	240	18,186
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	..	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	3,07,333	...	...	2,035	...	...	3,09,368
Teaching	45,602	...	...	...	...	...	45,602
Agriculture	43,299	...	...	831	...	...	44,130
Total ...	5,96,592	...	...	48,390	...	667	6,45,649
SCHOOL EDUCATION, GENERAL.							
Secondary Schools.							
For Boys. High Schools ...	2,61,953	78,773	2,040	2,38,745	80	2,492	5,84,083
For Boys. Middle Schools English ...	...	...	...	...	...	...	...
For Boys. Middle Schools Vernacular ...	5,857	...	...	957	...	...	6,814
For Girls. High Schools ...	...	...	...	...	...	...	...
For Girls. Middle Schools English ...	...	...	...	...	...	...	...
For Girls. Middle Schools Vernacular ...	...	...	...	...	...	...	...
Total ...	2,67,810	78,773	2,040	2,39,702	80	2,492	5,90,897
Primary Schools.							
For Boys	788	528	144	508	...	...	1,968
For Girls	40,883	...	130	...	213	4	41,230
Total ...	41,671	528	274	508	213	4	43,198
SCHOOL EDUCATION, SPECIAL.							
Schools for Special Instruction.							
Training Schools for Masters ...	72,146	...	...	...	...	549	72,695
Training Schools for Mistresses ...	16,524	...	...	...	...	...	16,524
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	38,431	...	...	...	...	...	38,431
Engineering and Surveying Schools, Technical and Industrial Schools ...	30,900	...	...	1,194	...	324	32,418
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	30,496	...	...	...	...	...	30,496
Other Schools	15,352	...	...	13,293	...	754	29,399
Total ...	2,03,849	...	...	14,487	...	1,627	2,19,963
Buildings	5,21,652	5,639	...	...	...	...	5,27,291
Furniture and Apparatus (Special grants only)	37,623	...	...	...	...	86	37,709
Total ...	5,59,275	5,639	...	...	...	86	5,65,000
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN							
Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	..	...	...	...	...	...
Medical Schools	...	...	...	...	..	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction.	16,69,197	84,940	2,314	3,03,087	293	4,876	20,64,707

TABLE IV.

United Provinces for the official year 1910-11.

Institutions.	Managed by District or Municipal Boards.						Managed by Native States.			
Management.										
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Fees.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
4,826	...	4,140	11,604	...	...	20,570	10,470	...	...	10,470
1,536	10,227	11,058	14,479	30	613	37,943	...	...	...	...
...	2,70,989	26,585	1,02,066	2,194	521	4,02,355	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
873	...	2,805	...	...	...	3,678	...	...	...	...
...	260	...	...	...	...	260	...	...	...	...
7,235	2,81,476	44,588	1,28,149	2,224	1,134	4,64,806	10,470	...	...	10,470
...	10,13,549	1,24,321	1,08,189	7,857	3,411	12,57,327	897	44	1,152	2,093
...	47,327	27,375	...	750	348	75,800	...	...	...	...
...	10,60,876	1,51,696	1,08,189	8,607	3,759	13,33,127	897	44	1,152	2,093
...	60,881	672	...	...	6	61,559	..	...	...	...
...	240	...	...	...	...	240	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	645	...	...	...	645	...	306	...	306
...	61,121	1,317	...	...	6	62,444	...	306	...	306
...	3,51,153	17,482	...	2,441	4,844	3,75,920	...	...	...	...
...	23,583	2,258	143	...	...	25,984	...	...	...	...
...	3,74,736	19,740	143	2,441	4,844	4,01,904	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
7,235	17,78,209	2,17,341	2,36,481	13,272	9,743	22,62,281	11,367	350	1,152	12,869

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public — Under Private management. Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	20	21	22	23	24	25	26
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.							
Arts Colleges.							
English	1,39,924	10,750	12,063	1,31,165	33,999	1,18,908	4,46,809
Oriental	9,397	29	520	71	5,028	4,791	19,836
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	..	...	...
Medicine	...	...	...	...	...	...	...
Engineering...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total ...	1,49,321	10,779	12,583	1,31,236	39,027	1,23,699	4,66,645
SCHOOL EDUCATION, GENERAL.							
Secondary Schools.							
For Boys ... High Schools ...	2,12,726	69	11,584	3,29,176	37,905	1,48,631	7,40,091
For Boys ... Middle Schools English ...	42,149	96	11,948	50,305	10,768	16,511	1,31,777
For Boys ... Middle Schools Vernacular	...	3,684	960	1,860	2,608	5,944	15,056
For Girls ... High Schools ...	72,471	...	1,157	1,30,574	34,515	63,181	3,01,898
For Girls ... Middle Schools English ...	33,930	12	2,410	18,194	42,957	21,323	1,18,826
For Girls ... Middle Schools Vernacular	...	4,300	2,270	177	3,834	3,555	14,136
Total ...	3,61,276	8,161	30,329	5,30,286	1,32,587	2,59,145	13,21,784
Primary Schools.							
For Boys	3,945	1,94,856	25,114	15,714	11,327	19,299	2,70,255
For Girls	19,782	32,179	12,592	3,664	9,853	22,805	1,00,875
Total ...	23,727	2,27,035	37,706	19,378	21,180	42,104	3,71,130
SCHOOL EDUCATION, SPECIAL.							
Schools for Special Instruction.							
Training Schools for Masters ...	...	...	...	..	...	..	...
Training Schools for Mistresses ...	26,872	180	1,320	6,207	8,427	512	43,518
Schools of Art	...	...	...	...	..	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	..
Engineering and Surveying Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	26,710	6,064	1,464	850	...	22,719	57,807
Commercial Schools	6,410	...	..	255	...	6,435	13,100
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...
Other Schools	1,773	516	464	2,447	17,714	7,458	30,372
Total ...	61,765	6,760	3,248	9,759	26,141	37,121	1,44,797
Buildings	2,59,463	351	...	34,311	1,00,960	46,419	4,41,504
Furniture and Apparatus (Special grants only)	38,523	...	628	10,681	3,286	26,815	79,933
Total ...	2,97,986	351	628	44,992	1,04,246	73,234	5,21,437
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN							
Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	..	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...
Reformatory Schools	...	..	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction.	8,94,075	2,53,086	84,494	7,35,651	3,23,181	5,35,306	28,25,793

TABLE IV.

United Provinces for the official year 1910-11—(concluded).

Institutions—(concluded)				Total Expenditure from—						
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources		Grand Total.
								Private.	Public.	
27	28	29	30	31	32	33	34	35	36	37
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
25,152	9,491	39,972	74,615	3,22,336	10,750	12,063	2,01,841	1,64,382	38,415	7,49,787
...	5,684	2,658	8,342	27,343	29	520	71	17,447	954	46,364
34,632	...	9,258	43,890	...	...	...	24,632	8,882	376	43,890
...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	3,07,333	...	...	2,035	...	...	3,09,368
...	...	...	...	45,602	...	...	...	...	...	45,602
...	...	...	...	43,299	...	...	831	...	...	44,130
59,784	**15,175**	**51,888**	**1,26,847**	**7,45,913**	**10,779**	**12,583**	**2,39,410**	**1,90,711**	**39,745**	**12,39,141**
46,245	9,191	1,28,668	1,84,104	4,79,505	78,842	17,764	6,25,770	2,48,988	88,449	15,39,318
12,797	6,375	14,482	33,654	43,685	10,323	23,006	77,581	39,916	8,863	2,03,374
50	417	1,048	1,515	5,857	2,74,673	27,545	1,04,933	12,244	488	4,25,740
4,527	2,480	...	7,007	72,471	...	1,157	1,35,101	84,213	15,963	3,08,' 05
1,275	380	3,352	5,007	34,803	12	5,215	19,469	62,541	5,471	1,27,511
...	...	...	...	...	4 560	2,270	177	7,389	...	14,396
64 894	**18,843**	**1,47,550**	**2,31,287**	**6,36,321**	**.68,410**	**76,957**	**9,63,031**	**4,55,291**	**1,19,234**	**26,19,244**
1,174	4,164	12,635	17,973	4,733	12,08,933	1,49,579	1,25,629	48,657	12,085	15,49,616
1,524	689	5,750	7,963	60,665	79,506	40,097	5,188	39,116	1,296	2,25,868
2 698	**4 853**	**18.385**	**25,936**	**65.398**	**12,88,439**	**1,89.676**	**1.30.817**	**87,773**	**13,381**	**17.75,484**
...	...	...	...	72,146	60,881	672	..	107	448	1,34,254
...	..	...	...	43,396	420	1,320	6,207	8,939	...	60,282
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	38,431	...	...	...	...	...	38,431
4,766	729	4,991	10,486	...		...	4,766	2,565	3,155	10,486
1,390	...	20,000	21,390	57,610	6,064	1,464	3,434	43,043	...	1,11,615
...	...	...	...	6,410	...	...	255	6,435	...	13,100
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	30,496	...	...	...	...	...	30,496
...	...	...	...	17,125	516	1,109	16,046	24,472	1,454	60,722
6,156	**729**	**24,991**	**31,876**	**2,65,614**	**67,881**	**4,565**	**30,708**	**85,561**	**5 057**	**4 59,386**
2,250	...	1,05,677	1,07,927	7,81,115	3,57,143	17,482	36,561	2,24,683	35,658	14,52,642
640	...	2,566	3,206	76,146	23,583	2,886	11,464	29,758	2,995	1,46,832
2.890	.	**1,08.243**	**1.11,133**	**8 57,261**	**3.80 726**	**20,368**	**48.025**	**2 54.441**	**38,653**	**15,99,474**
...	...	...	...	22 347	...	...	(a)97,866	...	...	(b)1,20,213
...	...	...	...	1,07,120	...	...	...	...	...	1,07,120
...	...	...	...	2,48,604	2,67,270	2,650	...	...	...	5,18,524
...	...	...	...	16,391	96	634	2,531	15,574	3,116	38,342
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	21,792	144	...	...	...	...	21,936
...	...	...	...	29,124	43,472	3,862	...	23,818	9,597	1,09,873
...	...	...	...	1,735	8,285	546	...	27	55	10,648
...	...	...	...	8,572	6,077	...	...	...	240	14,889
...	...	...	...	1,382	290	...	...	...	140	1,812
...	...	...	...	...	...	...	...	...	...	...
...		...	...	...	...	237	...	2,006	...	2,243
...	...	...	...	1,05,703	32,587	4,664	3,16,616	1,86,071	25,253	7,00,894
...	...	...	...	**5.62,770**	**3.58.221**	**12.593**	**4 47,013**	**2,27,496**	**38.401**	**16.46,494**
1,36,422	**39,600**	**3,51,057**	**5,27 079**	**31,33,277**	**24,74,456** (c)	**3,16,742**	**18 59 004**	**13,01,273**	**2,54,471**	**93,39,223**

(a) Income from fees amounted to Rs. 1,12,261.

(b) Besides this Rs. 1,52,395 were spent on buildings.

(c) The whole of the six lakhs grant has been distributed permanently (*Vide* paragraph 4 of G. O. no. 258/X 204, dated 10th January 1911, Financial department.)

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2		
Secondary Schools—					Boys.	Girls.	Total.	Boys.	Girls.	Total.
For Boys.	Government	English	47	13,134	2,914	...	2,914	7,525	...	7,525
		Vernacular	6	670	...	...	...	205	...	205
	District Board	English	7	1,028	...	...	...	548	...	548
		Vernacular	347	42,246	...	...	...	20,806	1	20,807
	Municipal	English	5	1,058	100	...	100	547	...	547
		Vernacular	3	325	...	...	...	110	...	110
	Native States	English	1	389	39	...	39	130	...	130
		Vernacular	...	...	...	..	...	...	...	...
	Aided	English	96	22,752	2,979	21	3,000	10,048	66	10,114
		Vernacular	11	1,242	...	...	...	420	1	421
	Unaided	English	24	4,108	573	...	573	1,822	2	1,824
		Vernacular	4	143	...	...	...	47	...	47
	Total		551	87,095	6,605	21	6 626	42,208	70	42,278
For Girls.	Government	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	1	38	...	...	...	...	1	1
	Municipal	English	1	99	...	...	...	...	15	15
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	45	4,400	2	192	194	24	800	824
		Vernacular	8	597	...	...	...	...	72	72
	Unaided	English	6	356	...	12	12	1	65	66
		Vernacular	...	...	...	...	...	...	...	...
	Total		61	5,490	2	204	206	25	953	978
Total, Secondary Schools			612	92 585	6,607	225	6,832	42.233	1,023	43,256
Primary Schools—										
For Boys.	Government		4	158	...	...	...	...	...	...
	District Board		5,219	3,00,088	...	...	...	...	...	...
	Municipal		157	11,826	...	...	...	...	...	...
	Native States		5	180	...	...	...	...	...	...
	Aided		3,541	1,22,817	...	...	...	...	...	...
	Unaided		141	4,828	...	...	...	...	...	...
	Total		9,067	4,39,897	...	...	...	...	...	...
For Girls.	Government		62	3,237	...	...	...	...	...	...
	District Board		268	7,936	...	...	...	...	...	...
	Municipal		79	2,999	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		514	15,268	...	...	...	...	...	...
	Unaided		18	525	...	...	...	...	...	...
	Total		941	29,965	...	...	...	...	...	..
Total, Primary Schools			10,008	4,69,862	...	...	...	...	...	...
Grand Total			10,620	5,62,447	6,607	225	6,832	42,233	1,023	43,256

TABLE V.

Education in the United Provinces, at the end of the official year 1910-11.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who haved passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading Printed Books.			Not Reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,695	...	2,695	...	...	...	...	...	...	13,134	...	13,134
135	...	135	299	...	299	31	...	31	670	...	670
361	...	361	119	...	119	...	...	...	1,028	...	1,028
12,361	...	12,361	8,305	28	8,333	719	26	745	42,191	55	42,246
277	...	277	134	...	134	...	...	...	1,058	...	1,058
96	...	96	103	...	103	16	...	16	325	...	325
128	...	128	92	...	92	...	...	...	389	...	389
...	...	...	...	...	...	..	...	...	...	...	...
5,416	98	5,514	4,013	13	4,026	86	12	98	22,542	210	22,752
260	1	261	464	3	467	91	2	93	1,235	7	1,242
943	7	950	692	5	697	64	...	64	4,094	14	4,108
8	...	8	80	...	80	8	...	8	143	...	143
22,680	106	22,786	14,301	49	14,350	1,015	40	1,055	86,809	286	87,095
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	4	4	...	33	33	...	...	...	...	38	38
...	12	12	...	32	32	...	40	40	...	99	99
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
146	913	1,059	239	1,581	1,820	92	411	503	503	3,897	4,400
3	107	110	10	398	408	...	7	7	13	584	597
9	76	85	17	106	123	1	69	70	28	328	356
...	...	...	...	...	...	...	...	...	...	...	...
158	1,112	1,270	266	2,150	2,416	93	527	620	544	4,946	5,490
22,838	1,218	24,056	14,567	2,199	16,766	1,108	567	1,675	87,353	5,232	92,585
51	...	51	87	...	87	20	...	20	158	...	158
41,439	71	41,510	2,21,515	3,657	2,25,172	31,657	1,749	33,406	2,94,611	5,477	3,00,088
848	...	848	9,531	5	9,536	1,441	1	1,442	11,820	6	11,826
19	...	19	144	5	149	12	...	12	175	5	180
3,741	40	3,781	94,302	1,644	96,446	21,923	667	22,590	1,20,466	2,351	1,22,817
162	3	165	3,673	42	3,715	898	50	948	4,733	95	4,828
46,260	114	46,374	3,29,752	5,353	3,35,105	55,951	2,467	58,418	4,31,963	7,934	4,39 897
...	179	179	...	2,382	2,382	...	676	676	...	3,237	3,237
...	124	124	2	6,041	6,043	1	1,768	1,769	3	7,933	7,936
...	38	38	...	2,589	2,589	...	372	372	...	2,999	2,999
...	...	...	...	...	...	...	...	...	...	...	...
31	620	651	207	11,048	11,255	246	3,116	3,362	484	14,784	15,268
5	29	34	21	240	261	21	209	230	47	478	525
36	990	1,026	230	22,300	22,530	268	6,141	6,409	534	29,431	29,965
46,296	1,104	47,400	3,29,982	27,653	3,57,635	56,219	8,608	64,827	4,32,497	37,365	4 69,862
69,134	2,322	71,456	3,44 549	29,852	3,74 401	57,327	9,175	66,502	5,19,850	42,597	5,62,447

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of examination.	Number of institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts	1	3	2	6	6	14	3	4	27
2. Previous M.A.	2	4	2	8	8	30	9	15	62
3. Final M. Sc.	1	...	...	1	4	...	...	...	4
4. Previous M. Sc.	1	2	...	3	10	3	...	...	13
5. Bachelor of Arts	2	10	2	14	82	365	108	26	581
6. B. Sc.	2	6	2	10	56	43	29	...	128
7. First B. A.	...	...	...	...	...	...	...	...	...
7. First B. Sc.	...	...	...	...	...	...	...	...	...
7. First Arts	2	13	3	18	115	631	246	50	1,042
7. Previous Examination	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit (1)	2	2	13	17	110	3	36	21	170
3. Honours in Arabic...	...	...	...	...	...	...	...	...	...
3. Honours in Persian	...	...	...	...	...	...	...	...	...
3. Honours in Urdu	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit (1) ...	2	13	97	112	119	71	397	21	608
4. High Proficiency in Arabic (2) ...	...	...	1	1	...	...	1	2	3
4. High Proficiency in Persian	...	...	...	..	...	...	...	...	...
4. High Proficiency in Urdu	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit (1)	2	13	148	163	38	52	539	31	680
5. Proficiency in Arabic (3)	...	2	1	3	...	10	6	11	27
5. Proficiency in Persian	...	...	...	...	...	...	...	...	...
5. Proficiency in Urdu	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	...	...	6	6	...	...	161	...	161
3. Previous LL. B.	1	...	8	9	4	.	263	...	267
Medicine.									
1. M. D.	...	...	...	...	.	...	...	...	...
2. M. B.	..	...	...	.	..	...	.	...	...
3. L. M. S.		...	...		...	..	..	.	...
4. First M. B.	..				.	...	.	...	...
4. First L. M. S.	...	...	.	.	.			...	...
Engineering.									
					17	...	...	..	17
					3	..	.	..	3
					41	...	.	..	41
					58	.	..	...	58
1. M. C. E.									
2. B. C. E.	1	.		1	3	..	...	..	3
3. L. C. E.									
4. First L. C. E.					20	...	...	...	20
					18	...	...	.	18
					25		...	.	25
					3		...		3
Teaching	2	..	...	2	66	..	...	1	67
Agriculture...	1	...	...	1	53	..	...	...	53

TABLE VI.

the United Provinces during the official year, 1910-11.

Number passed.					Race or Creed of passed scholars.								
							Hindus.						
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
5	11	2	3	21	...	...	4	14	3	...	...	...	
3	16	4	9	32	1	1	14	11	5	...	...	...	
4	...	...	...	4	...	...	1	3	...	...	...	...	
9	2	...	...	11	...	...	7	4	...	..	...	...	
38	190	49	7	284	3	6	58	126	89	1	...	1	
42	24	13	...	79	...	...	28	38	13	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
78	295	125	16	514	12	12	116	256	117	...	1	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	..	...	...	
77	1	16	12	106	...	...	105	1	...	...	...	...	(1) Sanskrit college examinations.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
49	44	201	8	302	...	...	302	...	...	...	...	...	
...	...	1	...	1	...	...	...	...	1	...	...	...	(2) Fazil examination.
...	...	...	...	...	...	...	...	..	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
9	19	188	6	222	...	...	222	...	...	..	...	...	
...	7	1	5	13	...	...	...	...	13	...	...	...	(3) Mulla examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	75	...	75	...	...	30	33	10	...	...	2	
1	...	116	...	117	...	...	38	44	32	...	1	2	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
17	...	...	...	17	2	...	3	11	1	..	...	...(4)	(4) Civil Engineer.
2	...	...	...	2	...	...	1	1	...	...	...	...(5)	(5) Electrical Engineer.
41	...	...	...	41	22	...	2	17	...	...	...	...(6)	(6) Upper Subordinate.
58	...	...	...	58	...	...	14	38	6	...	...	...(7)	(7) Lower Subordinate.
3	...	...	...	3	...	...	1	1	1	...	...	...(8)	(8) Draftsman and Computor.
20	...	...	...	20	...	...	3	13	4	...	...	...(9)	(9) Technical.
18	...	...	...	18	...	...	4	11	3	...	...	...(10)	(10) Mechanical Apprentice.
25	...	...	...	25	...	...	7	7	11	...	...	...(11)	(11) Industrial.
3	...	...	...	3	1	...	...	1	1	...	...	...(12)	(12) A. D. Class.
60	...	...	1	61	5	3	18	26	9	...	...	...	
34	...	...	...	34	...	...	6	22	6	...	...	...	

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of examination.		Number of institutions sending examinees.				Number of examinees.				
		Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1		2	3	4	5	6	7	8	9	10
SCHOOLS FOR GENERAL EDUCATION.										
1. Matriculation ...	For Boys ...	41	42	11	94	881	970	252	88	2,191
	For Girls ...	...	4	...	4	...	13	...	2	15
2. School Leaving Examination	...	18	17	4	39	524	319	103	...	946
3. High School Examination for Europeans.	For Boys ...	...	12	...	12	...	138	...	2	140
	For Girls ...	...	12	2	14	..	57	4	2	63
4. Middle School Examination for Europeans.	For Boys ...	...	14	2	16	...	127	5	...	132
	For Girls ...	...	15	4	19	...	71	10	...	81
5. Middle English Examination for Girls	...	1	21	...	22	7	114	...	3	124
6. Middle Vernacular ...	For Boys ...	359	8	6	373	7,381	148	29	741	8,299
	For Girls ...	2	5	1	8	9	24	2	14	49
7. Upper Primary Examination.	For Boys ...	2,735	263	25	3,023	21,481	2,322	250	4	24,057
	For Girls ...	12	25	2	39	22	224	...	8	254
8. Lower Primary Examination.	For Boys ..	...	...	...	...	...	...	...	...	...
	For Girls ...	...	...	...	...	...	...	...	...	...
9. Public Service Certificate Examination.	English ...	...	...	...	...	...	...	...	...	...
	Vernacular ...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL EDUCATION.										
1. Training School Examination for Masters.	Upper ...	6	...	...	6	226	...	...	98	324
	Lower ...	109	...	...	109	623	...	...	19	642
2. Training School Examination for Mistresses.	Upper ...	...	3	...	3	...	22	...	...	22
	Lower ...	1	3	...	4	7	19	...	...	26
3. School of Arts Examination	...	...	...	...	...	...	...	...	...	...
4. Vernacular Medical Examination	...	2	...	...	2	70	...	...	...	70
5. Examination in Engineering	...	...	...	2	2	...	...	2	..	2
6. Examination in Surveying	...	...	...	...	...	...	...	...	...	...
7. Industrial School Examination	...	...	...	...	...	...	...	...	...	...
8. Commercial School Examination	...	...	...	...	...	...	...	...	...	...
9. *Agricultural* School Examination	...	...	...	...	...	...	...	...	...	...
10. *Sanskrit Title Examination*	...	...	...	...	...	...	...	...	...	...
11. *Madrassa* Central Examination	...	...	...	...	...	...	...	...	...	...
12. Other Schools Examination	...	36	...	2	38	2,885	...	44	239	3,168

TABLE VI.

the United Provinces during the official year, 1910-11—(concluded).

Number passed.					Race or creed of passed scholars.								
							Hindus.						
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists	Parsis.	Others.	Remarks.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
418	419	102	8	947	...	9	223	546	162	...	...	7	
...	8	...	2	10	2	5	...	3	...	...	...	...	
218	77	22	...	317	...	1	66	196	54	...	...	...	
...	86	...	2	88	88	...	...	...	...	...	...	...	
...	36	3	...	39	39	...	...	...	...	...	...	...	
...	106	4	...	110	110	...	...	...	...	...	...	...	
...	56	9	...	65	65	...	...	...	...	...	...	...	
3	78	...	3	84	...	76	2	4	2	...	...	...	
5,518	100	4	342	5,964	...	3	1,934	3,140	886	...	...	1	
6	8	1	2	17	...	8	2	4	3	...	...	...	
16,325	1,576	192	...	18,093	...	63	4,951	10,344	2,725	2	3	5	
16	162	...	7	185	...	146	17	20	2	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
188	...	...	50	238	...	...	100	96	42	...	...	...	
520	...	...	14	534	...	...	207	256	71	...	...	...	
...	21	...	...	21	13	3	...	5	...	...	...	...	
7	17	...	...	24	...	17	1	3	3	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
46	...	...	...	46	3	4	8	26	5	...	...	...	
...	...	2	...	2	2	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
1,241	...	17	115	1,373	10	...	101	1,154	108	...	...	...	

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.			Expenditure of District In Institutions managed by				
			Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.
1			2	3	4	5	6	7
	Arts Colleges.						Rs.	Rs.
Collegiate Education.	English	... ...	...	...	...	...	...	...
	Oriental	... ...	...	...	...	..	...	...
	Colleges or Departments of Colleges for Professional Training.							
	Law	... ...	...	...	...	...	...	...
	Medicine	... ...	...	...	...	...	...	...
	Engineering	... ...	...	...	...	...	...	...
	Teaching	... ...	...	...	...	...	...	...
	Agriculture	... ...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...
	Secondary Schools.							
School Education, General.	For Boys. High Schools	...	...	...	...	...	...	...
	For Boys. Middle Schools English	...	7	1,028	974	792	1,536	10,131
	For Boys. Middle Schools Vernacular		347	42,246	40,652	30,778	...	2,70,989
	For Girls. High Schools	...	...	...	...	...	...	...
	For Girls. Middle Schools English	...	...	...	...	..	...	...
	For Girls. Middle Schools Vernacular		1	38	36	25	...	260
	Total	...	355	43 312	41,662	31,595	1,536	2,81,380
	Primary Schools.							
	For Boys	... ...	5,219	3,00,088	2,82,484	2,09,837	...	10,10,424
	For Girls	... ...	268	7.936	7,495	5,283	...	47,327
	Total	...	5.487	3,08 024	2,89,979	2,15,120	...	10,57,751
	Schools for Special Instruction.							
School Education, Special.	Training Schools for Masters		108	622	625	583	...	60,881
	Training Schools for Mistresses		1	5	4	3	...	240
	Schools of Art	... ...	...	...	...	...	...	...
	Law Schools	... ...	...	...	...	...	...	...
	Medical Schools	... ...	...	...	...	...	...	...
	Engineering and Surveying Schools	... ...	...	...	...	...	...	...
	Technical and Industrial Schools	... ...	...	...	...	...	...	...
	Commercial Schools	...	...	...	...	...	...	...
	Agricultural Schools	... ...	...	...	...	...	...	...
	Other Schools	... ...	...	...	...	...	...	...
	Total	...	109	627	629	586	...	61.121
Inspection		... ...	...	...	...	...	...	...
Scholarships held in	Arts Colleges	...	...	...	...	...	..	...
	Medical Colleges	...	...	...	...	...	..	...
	Other Professional Colleges	...	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Technical and Industrial Schools	..	...	...	...	...	...	...
	Other Special Schools Reformatory		...	...	...	...	...	...
	Other Special Schools Other	...	...	...	...	...	...	...
Buildings		... ...	...	...	...	...	...	3,51,153
Furniture and Apparatus (Special Grants only).			...	...	...	...	...	23,583
Miscellaneous		... ...	...	...	...	...	...	...
Total		...	...	...	...	...	...	3,74,736
Grand Total		...	5,951	3,51,963	3,32,270	2,47,301	1,536	17,74,988

TABLE VII.

Instruction in the United Provinces for the official year 1910-11.

Boards on Public Instruction.								
District Boards.					In Institutions managed by—			Total District Fund Expenditure on Public Instruction.
Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	10,750	10,750
...	...	...	...	...	...	...	29	29
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...		...	...	...	..
...	...	...	...	...	...	...	10,779	10,779
...	...	...	...	...	78,773	...	69	78,842
4,945	10,680	30	613	27,935	...	96	96	10,323
22,993	1,01,714	2,194	521	3,98,411	...	...	3,684	2,74,673
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	12	12
...	...	...	...	260	...	...	4,300	4,560
27,938	1,12,394	2,224	1,134	4,26,606	78,773	96	8,161	3,68,410
67,940	1,03,466	7,857	3,411	11,93,098	528	3,125	1,94,856	12,08,933
8,454	...	750	348	56,879	...	...	32,179	79,506
76,394	1,03,466	8,607	3,759	12,49,977	528	3,125	2,27,035	12,88,439
672	...	...	6	61,559	...	...	...	60,881
...	...	...	...	240	...	...	180	420
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	6,064	6,064
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	516	516
672	..	...	6	61,799	...	...	6,760	67,881
...	...	...	...	...	...	...	...	2,67,270
...	...	...	...	...	...	...	...	96
...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	144
...	...	...	...	...	...	...	...	43,472
...	...	...	...	...	...	...	...	8,285
...	...	...	...	...	...	...	...	6,077
...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	290
...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...
31	...	2,441	4,844	3,58,469	5,639	...	351	3,57,143
1,001	143	...	...	24,727	...	...	...	23,583
...	...	...	...	...	...	...	...	32,587
1,032	143	2,441	4,844	3,83,196	5,639	...	351	7,38,947
1,06,036	2,16,003	13 272	9,743	21,21,578	84,940	3,221	2,53,086	24,74,456

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure of Municipal Boards In Institutions managed by: Provincial Revenues.	Expenditure of Municipal Boards In Institutions managed by: Municipal Funds.
1	17	18	19	20	21	22
					Rs.	Rs.
COLLEGIATE EDUCATION.						
Arts Colleges.						
English	...	...	...	...	...	...
Oriental	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.						
Law	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Engineering	...	...	...	...	...	...
Teaching	...	...	...	...	...	...
Agriculture	...	...	..	...	..	...
Total ...	...	...	...	...	..	...
SCHOOL EDUCATION, GENERAL.						
Secondary Schools.						
For Boys. High Schools ...	2	639	645	556	4,826	4,140
For Boys. Middle Schools English ...	3	419	423	362	...	6,113
For Boys. Middle Schools Vernacular	3	325	332	262	...	3,592
For Girls. High Schools ...	...	...	...	...	...	...
For Girls. Middle Schools English ...	1	99	91	64	873	2,805
For Girls. Middle Schools Vernacular	...	...	...	...	...	...
Total ...	**9**	**1,482**	**1,496**	**1,244**	**5,699**	**16,650**
Primary Schools.						
For Boys	157	11,826	11,287	8,451	...	56,381
For Girls	79	2,999	2,904	1,928	...	18,921
Total ...	**236**	**14,825**	**14,191**	**10,379**	...	**75,302**
SCHOOL EDUCATION, SPECIAL.						
Schools for Special Instruction.						
Training Schools for Masters ...	...	...	...	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools... ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Other Schools	1	60	60	42	...	645
Total ...	**1**	**60**	**60**	**42**	...	**645**
Inspection	...	...	...	...	..	...
Scholarships held in— Arts Colleges ...	...	...	...	...	...	...
Scholarships held in— Medical Colleges ...	...	...	...	...	...	...
Scholarships held in— Other Professional Colleges ...	...	...	...	...	...	...
Scholarships held in— Secondary Schools ...	...	...	...	...	...	...
Scholarships held in— Primary Schools ...	...	...	...	...	...	...
Scholarships held in— Medical Schools ...	...	...	...	...	...	...
Scholarships held in— Technical and Industrial Schools ...	...	...	...	...	...	...
Scholarships held in— Other Special Schools. Reformatory	...	...	...	...	...	...
Scholarships held in— Other Special Schools. Other ...	...	...	...	...	...	...
Buildings	...	...	...	...	...	17,451
Furniture and Apparatus (Special Grants only)	...	...	...	...	...	1,257
Miscellaneous	...	...	...	...	...	...
Total ...	...	...	...	...	...	18,708
Grand Total ...	246	16 367	15,747	11,665	5,699	1,11,305

TABLE VII.

Instruction in the United Provinces for the official year 1910-11—(concluded).

on Public Instruction.							
Municipal Boards.			In Institutions managed by—				Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
District Funds.	Fees.	Total.	The Government.	District Boards.	Private persons or associations.	Total Municipal Expenditure on Public Instruction.	
23	24	25	26*	27	28	29	30
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...		..	12,063	12,063	22,813
...	...	...	...	...	520	520	549
...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...		...	...	...
...	...	...	...	...	12,583	12,583	23,362
...	11,604	20,570	2,040	...	11,584	17,764	96,606
96	3,799	10,008	...	4,945	11,948	23,006	33,329
...	352	3,944	...	22,993	960	27,545	3,02,218
...	...	...	...	...	1,157	1,157	1,157
...	...	3,678	...	...	2,410	5,215	5,227
...	...	...	...	...	2,270	2,270	6,830
96	15,755	38,200	2,040	27,938	30,329	76,957	4,45,367
3,125	4,723	64,229	144	67,940	25,114	1,49,579	13,58,512
..	...	18,921	130	8,454	12,592	40,097	1,19,603
3,125	4,723	83,150	274	76,394	37,706	1,89,676	14,78,115
...	...	...	...	672	...	672	61,553
...	..	...	...	...	1,320	1,320	1,740
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	1,464	1,464	7,528
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	645	...	..	464	1,109	1,625
...	...	645	...	672	3,248	4,565	72,446
...	...	...	...	...	...	2,650	2,69,920
...	...	...	...	...	...	634	730
...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	144
...	...	...	...	...	...	3,862	47,334
...	...	...	...	...	...	546	8,831
...	...	...	...	...	...	...	6,077
...	...	...	...	...	...	...	290
...	...	...	...	...	...	...	...
...	...	...	...	...	...	237	237
...	...	17,451	...	31	...	17,482	3,74,625
...	...	1,257	...	1,001	628	2,886	26,469
...	...	...	...	...	...	4,664	37,251
...	...	18,708	...	1,032	628	32,961	7,71,908
3,221	20,478	1,40,703	2,314	1,06,036	84,494	3,16,742	27,91,198

GENERAL TABLE VIII.

Return showing the attendance and expenditure in Hostels or Boarding-houses for the official year 1910-11.

Class of Hostels or Boarding-houses.	Number of—		Number of boarders who are students of—					Expenditure from—				
	Hostels or boarding houses.	Boarders.	Arts Colleges.	Colleges for Professional training.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government ...	66	2,579	42	250	1,619	60	608	22,959	4,147	449	11,060	38,615
2. Managed by Local or Municipal Boards ...	352	6,682	...	...	6,233	121	328	...	22,282	17	12,680	34,979
3. Aided by Government or by Local or Municipal Boards ...	43	2,234	358	29	1,417	236	194	28,272	360	38,687	98,512	1,65,831
4. Unaided ...	86	4,120	*1,025	174	2,412	506	3	...	...	55,627	89,356	1,44,983
Total ...	**547**	**15,615**	**1,425**	**453**	**11,681**	**923**	**1,133**	**51,231**	**26,789**	**94,780**	**2,11,608**	**3,84,408**
For Females.												
1. Managed by Government ...	4	120	...	...	15	30	75	2,407	...	...	...	2,407
2. Aided by Government or by Local or Municipal Boards ...	40	3,068	39	55	1,916	1,026	32	17,046	1,355	75,810	1,15,376	2,09,587
3. Unaided ...	9	738	1	82	628	25	2	...	...	10,820	23,436	34,256
Total ...	**53**	**3,926**	**40**	**137**	**2,559**	**1,081**	**109**	**19,453**	**1,355**	**86,630**	**1,38,812**	**2,46,250**
Grand Total ...	**600**	**19,541**	**1,465**	**590**	**14,240**	**2,004**	**1,242**	**70,684**	**28,144**	**1,81,410**	**3,50,420**	**6,30,658**

* Students of Government and Aided Colleges also reside in unaided hostels.

GENERAL TABLE III.

Return of Colleges, Schools and Scholars in the United Provinces for the official year 1910-11.

For Europeans and Eurasians.

Class of institutions.	Public institutions. Under Private Management. Aided by Government or by District or Municipal Boards. Number of institutions.	Aided by Government or by District or Municipal Boards. Number of scholars on the rolls on 31st March.	Aided by Government or by District or Municipal Boards. Average number on the rolls monthly during the year.	Aided by Government or by District or Municipal Boards. Average daily attendance.	Unaided. Number of institutions.	Unaided. Number of scholars on the rolls on 31st March.	Unaided. Average number on the rolls monthly during the year.	Unaided. Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.	Number of scholars on the 31st of March learning— English.	A classical language.	A vernacular language.	Classification of scholars on the 31st of March according to race or creed. Europeans and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Arts Colleges.																							
COLLEGIATE EDUCATION. English	2	14	10	9	2	12	13	12	4	26	26	25	...	26	...	...	...	...	...	...	...	...	...
Total ...	2	14	10	9	2	12	13	12	4	26	26	25	...	26	...	...	...	...	...	...	...	...	...
Secondary Schools.																							
SCHOOL EDUCATION, GENERAL. For Boys, English... High ...	11	1,604	1,737	1,573	1	58	72	62	12	1,662	1,662	424	1,206	1,611	5	4	24	10	...	8	...	134	...
Middle ...	3	333	336	310	1	31	45	41	4	364	364	34	187	351	..	6	...	1	...	6	...	89	...
For Girls, Do. ... High ...	14	1,321	1,331	1,305	2	89	99	86	16	1,410	1,410	487	216	1,342	16	23	7	12	5	5	...	...	237
Middle ...	7	499	477	396	1	26	26	25	8	525	525	2	168	495	2	10	...	3	...	15	...	...	211
Total ...	35	3,757	3,881	3,584	5	204	242	214	40	3,961	3,961	947	1,777	3,799	23	43	31	26	5	34	...	223	448
Primary Schools.																							
For Boys	5	164	173	127	3	40	43	34	8	204	204	17	52	199	2	...	...	...	...	3	...	79	...
For Girls	4	188	152	126	2	53	50	41	6	241	241	...	21	230	2	1	...	1	...	7	...	...	97
Total ...	9	352	325	253	5	93	93	75	14	445	445	17	73	429	4	1	...	1	...	10	...	79	97
Schools for Special Instruction.																							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ditto Mistresses	2	38	39	37	...	...	...	...	2	38	38	...	2	37	1	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	3	32	43	41	3	32	32	...	...	32	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	5	120	118	114	5	120	78	10	49	120	...	...	...	...	...	...	...	...	...
Other Schools	2	51	50	31	...	...	...	...	2	51	17	...	...	51	...	...	...	...	...	...	...	...	...
Total ...	4	89	89	68	8	152	161	155	12	241	165	10	51	240	1	...	...	...	...	...	...	...	...
Total of Colleges and Schools of Public Instruction	50	4,212	4,305	3,914	20	461	509	456	70	4,673	4,597	999	1,901	4,494	28	44	31	27	5	44	...	302	545

GENERAL

Return of Expenditure on Public Instruction in the

For Europeans

Objects of Expenditure.	Public In-						
	Under Private						
	Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.
1	2	3	4	5	6	7	8
COLLEGIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
English	4,092	...	2,237	643	2,497	9,469	270
Total ...	4,092	...	2 237	643	2 497	9 469	270
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys, English... High ...	87,480	450	1,00,189	14,040	74,729	2,76,888	4,523
For Boys, English... Middle ...	12,337	805	2,056	1,585	1,221	21,004	3,546
For Girls, English... High ...	64,446	992	1,26,351	23,740	25,354	2,40,883	4,527
For Girls, English... Middle ...	13,819	730	16,188	8,870	2,619	42,226	1,275
Total ...	1,78,082	2,977	2 44 784	51,235	1,03,923	5 81 001	13 871
Primary Schools.							
For Boys	3,721	600	4,172	27	4,593	13,113	921
For Girls	4,450	630	2,692	990	2 817	11,579	1,524
Total ...	8,171	1,230	6 864	1 017	7,410	24 092	2,445
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	...	...	...	...	...	...
Training Schools for Mistresses ...	14,480	...	5,150	2,470	...	22,100	..
Schools of Art	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	..	...	...	...	4,766
Technical and Industrial Schools ...	...	...	...	...	...	...	1,390
Other Schools	590	...	205	...	1,746	2,541	...
Total ...	15 070	...	5.355	2 470	1,746	24.641	6.156
Buildings	35,762	...	32,657	743	...	69,162	2,100
Furniture and Apparatus (Special grants only)	9,718	...	8,773	471	...	18,962	610
Total ...	45 480	...	41,430	1 214	...	88,124	2,710
SCHOLARSHIPS HELD IN. *Inspection*	...	...	...	...	...	...	...
Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Technical and Industrial Schools...	...	...	...	...	...	...	...
Other Special Schools... ...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	2 50,895	4,207	3,00,670	56,579	1,15,576	7,27,927	25,452

TABLE IV.

United Provinces, for the official year 1910-11.

and Eurasians.

stitutions.			Total Expenditure from—					
Management.								
Unaided.								
						All other sources.		Grand Total.
Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	Private.	Public.	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
300	1,760	2,330	4,092	...	2,507	943	4,257	11,799
300	**1,760**	**2,330**	**4,092**	**...**	**2,507**	**943**	**4,257**	**11,799**
...	...	4,523	87,480	450	1,04,712	68,657	20,112	2,81,411
...	...	3,546	12,337	805	5,602	3,411	2,395	24,550
2,480	...	7,007	64,446	992	1,30,878	35,611	15,963	2,47,890
380	612	2,267	13,819	730	17,463	7,010	5,471	44,493
2,860	**612**	**17,343**	**1,78,082**	**2,977**	**2 58,655**	**1,14,689**	**43 941**	**5,98,344**
924	782	2,627	3,721	600	5,093	3,961	2,365	15,740
...	1,296	2,820	4,450	630	4,216	3,807	1,296	14,399
924	**2,078**	**5,447**	**8,171**	**1,230**	**9,309**	**7,768**	**3,661**	**30,139**
...	...	...	...	...	...	...	...	...
...	...	...	14,480	...	5,150	2,470	...	22,100
...	...	...	...	...	...	...	...	...
729	4,991	10,486	...	...	4,766	2,565	3,155	10,486
...	...	1,390	...	...	1,390	...	...	1,390
...	...	...	590	...	205	1,134	612	2,541
729	**4,991**	**11,876**	**15 070**	**...**	**11,511**	**6,169**	**3,767**	**36,517**
...	...	2,100	35,762	...	34,757	743	...	71,262
...	...	610	9,718	...	9,383	471	...	19,572
...	...	**2 710**	**45,480**	...	**44 140**	**1,214**	...	**90,834**
...	...	...	...	...	...	...	...	...
...	...	...	4,516	...	..	...	...	4,516
...	...	...	...	...	...	...	...	...
...	...	...	7,042	...	...	1,491	2,953	11,486
...	...	...	...	...	...	...	...	...
...	...	...	340	...	...	...	...	340
...	...	...	...	...	...	...	...	...
...	...	...	41,196	874	2,05,910	51,438	...	2,99,418
...	...	...	**53,094**	**874**	**2,05,910**	**52,929**	**2,953**	**3,15,760**
4,813	**9,441**	**39,706**	**3,03,989**	**5,081**	**5,32,032**	**1,83,712**	**58,579**	**10,83,393**

GENERAL TABLE V.

For Europeans and Eurasians.

Return of the Stages of Instruction of Pupils in Public Schools for General Education in the United Provinces at the end of the official year 1910-11.

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Reading Printed Books.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Not Reading Printed Books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																				
For Boys { Aided, English	14	1,937	306	21	327	675	66	741	470	97	567	257	13	270	20	12	32	1,728	209	1,937
For Boys { Unaided, English	2	89	2	...	2	30	2	32	37	7	44	6	5	11	...	...	...	75	14	89
Total ...	**16**	**2,026**	**308**	**21**	**329**	**705**	**68**	**773**	**507**	**104**	**611**	**263**	**18**	**281**	**20**	**12**	**32**	**1 803**	**223**	**2 026**
For Girls { Aided, English	21	1,820	2	123	125	24	409	433	146	404	550	203	409	612	45	55	100	420	1,400	1,820
For Girls { Unaided, English	3	115	...	12	12	1	26	27	9	29	38	17	17	34	1	3	4	28	87	115
Total ...	**24**	**1,935**	**2**	**135**	**137**	**25**	**435**	**460**	**155**	**433**	**588**	**220**	**426**	**646**	**46**	**58**	**104**	**448**	**1,487**	**1,935**
Total, Secondary Schools	**40**	**3,961**	**310**	**156**	**466**	**730**	**503**	**1 233**	**662**	**537**	**1,199**	**483**	**444**	**927**	**66**	**70**	**136**	**2,251**	**1,710**	**3,961**
Primary Schools—																				
For Boys { Aided ...	5	164	...	...	...	...	...	...	27	24	51	68	42	110	3	...	3	98	66	164
For Boys { Unaided ...	3	40	...	...	...	...	...	...	3	2	5	24	11	35	...	...	...	27	13	40
Total ...	**8**	**204**	...	...	...	...	...	...	**30**	**26**	**56**	**92**	**53**	**145**	**3**	...	**3**	**125**	**79**	**204**
For Girls { Aided ..	4	188	...	...	...	...	...	..	25	60	85	48	40	88	6	9	15	79	109	188
For Girls { Unaided ..	2	53	...	...	...	...	...	...	5	11	16	13	23	36	...	1	1	18	35	53
Total ...	**6**	**241**	...	...	...	...	...	...	**30**	**71**	**101**	**61**	**63**	**124**	**6**	**10**	**16**	**97**	**144**	**241**
Total, Primary Schools	**14**	**445**	...	...	...	...	...	...	**60**	**97**	**157**	**153**	**116**	**269**	**9**	**10**	**19**	**222**	**223**	**445**
Grand Total ...	**54**	**4,406**	**310**	**156**	**466**	**730**	**503**	**1,233**	**722**	**634**	**1,356**	**636**	**560**	**1,196**	**75**	**80**	**155**	**2,473**	**1,933**	**4,406**

APPENDICES.

PROVINCIAL TABLE A.—*Showing the number of scholars and percentage under instruction in each district for the year ending* 31*st March* 1911.

District.	Population.			Number of scholars.			Percentage of male scholars to male population of school-going age.	Percentage of female scholars to female population of school-going age	Percentage of total scholars to total population of school-going age.
	Male.	Female.	Total.	Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10
Dehra Dun ...	120,829	84,346	205,175	3,553	920	4,473	19·60	7·27	14·53
Saharanpur ...	539,022	445,948	984,970	14,331	1,209	15,540	17·72	1·80	10·52
Muzaffarnagar ...	444,454	364,024	808,478	14,461	703	15,164	21·69	1·29	12·50
Meerut ...	821,601	698,045	1,519,646	20,880	1,647	22,527	16·94	1·57	9·88
Bulandshahr ...	591,848	531,563	1,123,411	14,880	829	15,709	16·76	1·04	9·32
Aligarh ...	628,677	537,486	1,166,163	15,273	1,376	16,649	16·19	1·70	9·52
Total ...	**3,146,431**	**2,661,412**	**5,807,843**	**83,378**	**6,684**	**90,062**	**17·67**	**1·68**	**10·34**
Muttra ...	361,450	294,787	656,237	9,971	974	10,945	18·39	1·98	11·12
Agra ...	556,649	464,410	1,021,059	16,232	2,442	18,674	19·44	3·51	12·19
Farrukhabad ...	493,271	405,769	899,040	11,703	1,527	13,230	15·82	2·51	9·81
Mainpuri ...	438,424	359,075	797,499	7,917	1,081	8,998	12·04	2·01	7·52
Etawah ...	415,599	343,363	758,962	9,992	1,806	11,798	16·03	3·51	10·36
Etah ...	474,364	397,571	871,935	9,439	1,438	10,877	13·27	2·41	8·32
Total ...	**2,739,757**	**2,264,975**	**5,004,732**	**65,254**	**9,268**	**74,522**	**15·88**	**2·73**	**9·93**
Bareilly ...	593,378	501,778	1,095,156	10,785	1,736	12,521	12·12	2·36	7·62
Bijnor ...	427,113	379,410	806,523	13,136	1,774	14,910	20·50	3·12	12·32
Budaun ...	577,213	476,102	1,053,315	10,254	2,089	12,343	11·84	2·93	7·81
Moradabad ...	675,305	587,844	1,263,149	16,945	2,210	19,155	16·73	2·51	10·11
Shahjahanpur ...	512,621	433,430	946,051	10,815	1,304	12,119	14·06	2·01	8·54
Pilibhit ...	261,919	225,953	487,872	4,668	675	5,343	11·88	1·99	7·30
Total ...	**3,047,549**	**2,604,517**	**5,652,066**	**66 603**	**9.788**	**76,391**	**14·57**	**2·51**	**9·01**
Cawnpore ...	622,639	519,271	1,141,910	15,983	1,428	17,411	17·11	1·83	10·16
Fatehpur ...	350,287	326,759	677,046	10,332	389	10,721	19·66	·79	10·56
Banda ...	332,161	325,044	657,205	7,609	368	7,977	15·27	·75	8·09
Hamirpur ...	234,936	230,308	465.244	6,544	351	6,895	18·57	1·02	9·88
Allahabad ...	743,901	723,969	1,467,870	17,792	1,175	18,967	15·94	1·08	8·61
Jhansi ...	350,091	330,627	680,718	8,901	662	9.563	16·95	1·33	9·37
Jalaun ...	209,565	195,317	404.882	6,886	314	7,200	21·91	1·07	11·86
Total ...	**2,843,580**	**2,651.295**	**5,494,875**	**74.047**	**4.687**	**78,734**	**17·36**	**1·18**	**9·55**
Benares ...	451,663	445,798	897,461	20,571	1,757	22,328	30·36	2·63	16·59
Mirzapur ...	531,439	539,995	1,071,434	12,153	580	12,733	15·25	·72	7·92
Jaunpur ...	575,006	580,877	1,155,883	17,462	737	18,199	20·25	·85	10·50
Ghazipur ...	420,032	419,777	839,809	13,263	832	14,095	21·05	1·32	11·19
Ballia ...	427,389	426,356	853,745	11.624	394	12,018	18·13	·62	9·38
Total ...	**2,40,5529**	**2,412.803**	**4.818.332**	**75 073**	**4,300**	**79.373**	**20·81**	**1·19**	**10·98**
Gorakhpur ...	1,604,217	1,597,352	3,201,569	31,298	986	32,284	13·01	·41	6·72
Basti ...	925,693	904,831	1,830,524	21,230	724	21,954	15·29	·53	8·00
Azamgarh ...	749,319	743,540	1,492,859	19,550	773	20,323	17·35	·69	9·08
Total ...	**3 279.229**	**3,245.723**	**6,524,952**	**72,078**	**2.483**	**74,561**	**14·65**	**·51**	**7·62**
Naini Tal ...	182,738	140,655	323,393	5,144	729	5,873	18·77	3·46	12·11
Almora ...	266,636	258,518	525,154	10,438	744	11,182	26·10	1·92	14·20
Garhwal ...	235,890	244,421	480,311	6,334	314	6,648	17·90	·86	9·23
Total ...	**685.264**	**643,594**	**1,328,858**	**21,916**	**1,787**	**23,703**	**21·32**	**1·85**	**11·89**
Lucknow ...	411,640	353,232	764,872	15,936	2,097	18,033	25·81	3·96	15·72
Unao ...	478,398	433,104	911,502	10,131	259	10,390	14·12	·40	7·60
Rae Bareli ...	510,680	506,034	1,016,714	13,551	375	13,926	17·69	·49	9·13
Sitapur ...	605,836	533.576	1,139,412	13,222	1,111	14,333	14·55	1·39	8·39
Hardoi ...	608,891	512,808	1,121,699	9,582	995	10 577	10·49	1·29	6·29
Kheri ...	510,477	448,605	959,082	8,512	271	8,783	11·12	·40	6·10
Total ...	**3,125.922**	**2,787,359**	**5 913.281**	**70,934**	**5,108**	**76,042**	**15·13**	**1·22**	**8·57**
Fyzabad ...	575,686	578,935	1,154,621	14,377	475	14,852	16·65	·55	8·58
Gonda ...	718,553	693,845	1,412,398	12,800	559	13 359	11·88	·54	6·31
Bahraich ...	543,716	504,293	1,048,009	8,936	271	9,207	10·95	·36	5·86
Sultanpur ...	516,199	532,595	1,048,794	10,277	322	10,599	13·27	·40	6·74
Partabgarh ...	437,048	463,195	900,243	11,325	180	11,505	17·27	·26	8·52
Bara Banki ...	563,881	520,507	1,084,388	11,877	1,000	12,877	14·04	1·29	7·92
Total ...	**3 355,083**	**3,293,370**	**6,648,453**	**69,592**	**2.807**	**72,399**	**13·83**	**·57**	**7·03**
Grand Total ...	**24.628,344**	**22,565,048**	**47,193,392**	**598.875**	**46,912**	**645,787**	**16·21**	**1·39**	**9·12**
Grand Total for previous year.	**24,616,942**	**23,074,840**	**47,691,782**	**601,393**	**46.188**	**647.581**	**16·29**	**1·33**	**9·05**

PROVINCIAL TABLE B.—*Giving particulars of vernacular primary schools for boys for the year ending 31st March 1911.*

District.	Number of schools.							Number of scholars.							Expenditure on schools.	
	Under public management.		Under private management.				Total.	Under public management.		Under private management.				Total.	Under public management.	Aided.
			Aided.		Unaided.					Aided.		Unaided.				
	Upper.	Lower.	Upper.	Lower.	Upper.	Lower.		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
															Rs.	Rs.
Dehra Dun ...	15	15	2	8	...	...	40	176	1,032	13	367	...	...	1,588	6,783	2,331
Saharanpur ..	35	98	3	55	.	...	191	518	4,897	30	1,635	...	...	7,080	25,837	3,421
Muzaffarnagar ...	46	52	6	72	...	..	176	850	4,323	91	2,275	...	...	7,539	21,752	4,677
Meerut ...	86	66	5	66	1	...	224	1,470	7,183	45	2,224	1	25	10,948	35,843	5,043
Bulandshahr ...	83	26	25	65	1	2	202	1,275	4,864	252	2,675	4	73	9,143	28,961	8,843
Aligarh ...	72	76	10	86	...	...	244	1,128	6,264	198	3,113	...	...	10,703	35 429	5,535
Total ...	**337**	**333**	**51**	**352**	**2**	**2**	**1,077**	**5.417**	**28.563**	**629**	**12,289**	**5**	**98**	**47,001**	**1,54,605**	**29.850**
Muttra ...	45	43	47	50	...	...	185	584	4,216	251	2,933	...	...	7,984	19,328	6,846
Agra ...	66	66	22	65	...	5	224	911	6,627	400	2,459	...	185	10,582	30,889	7,056
Farrukhabad ...	46	80	13	60	...	1	200	796	6,082	143	2,115	...	24	9,160	25,484	6,019
Mainpuri ...	35	64	3	35	...	1	138	521	4.839	32	1,083	...	30	6,505	20,897	3,381
Etawah ...	37	65	37	32	2	...	173	595	5,051	175	1,862	12	54	7,749	21,327	7,038
Etah ...	36	58	3	46	...	...	143	759	5,216	29	1,339	...	..	7,343	21,017	2,173
Total ...	**265**	**376**	**125**	**288**	**2**	**7**	**1,063**	**4.166**	**32.031**	**1.030**	**11,791**	**12**	**293**	**49 323**	**1,38 942**	**32 513**
Bareilly ...	62	30	4	2	...	...	117	777	4,181	27	628	...	...	5,613	21.629	2,397
Bijnor ...	40	48	10	97	...	...	195	569	4,225	82	3,563	...	...	8,439	20,244	5,714
Budaun ...	64	52	9	68	...	...	193	640	4,356	50	2,104	...	...	7,150	22,229	4,636
Moradabad ...	48	72	1	47	..	...	168	804	6,971	16	1,909	...	...	9,700	32,772	3,053
Shahjahanpur ...	40	82	5	46	...	..	173	669	5,398	33	1,525	...	...	7,625	24,046	3,045
Pilibhit ...	39	29	1	23	...	...	92	532	2,352	21	555	...	...	3,460	16.290	1,563
Total ...	**293**	**313**	**30**	**302**	**...**	**...**	**938**	**3.991**	**27,453**	**229**	**10,284**	**...**	**...**	**41.987**	**1,37,210**	**20,408**
Cawnpore ...	66	100	2	79	...	...	247	1,106	7,147	15	2,368	...	...	10,636	41,310	5,287
Fatehpur ...	42	66	3	52	..	...	163	774	5,002	97	1,571	...	...	7,444	24,681	3,187
Banda ...	38	61	...	44	...	...	143	478	4,371	...	1,150	...	...	5,999	25,323	3,349
Hamirpur ...	25	67	2	38	..	...	132	282	3,807	14	889	...	...	4,992	17,573	2,080
Allahabad ...	68	66	1	82	...	...	217	1,046	6,319	7	2,359	...	...	9,731	32,665	5,764
Jhansi ...	32	91	2	58	..	..	183	407	4,172	14	1,626	...	...	6,219	24,488	4,140
Jalaun ...	28	47	1	34	2	4	116	376	3,956	5	966	7	333	5,643	19,163	1,881
Total ...	**299**	**498**	**11**	**387**	**2**	**4**	**1.201**	**4.469**	**34,774**	**152**	**10.929**	**7**	**333**	**50 664**	**1 85,203**	**25.688**
Benares ...	65	26	5	114		..	210	1,932	4,043	53	5,623	...		11,651	30,834	10,231
Mirzapur ...	30	64	1	62	4	29	190	509	4,508	29	1,801	10	890	7,747	18,934	4,478
Jaunpur ..	75	28	2	84	3	6	198	2,182	7,173	26	4,659	61	610	14,711	37,843	8,028
Ghazipur ...	52	34	3	83	...	...	172	959	6,516	25	3,903	...	...	11,407	22,807	5,237
Ballia ...	62	46	1	48	2	4	163	1,097	6,226	3	1,901	17	235	9,479	29,685	2,734
Family domains...	14	17	...	22	...	...	53	240	2,615	...	906	...	...	3,761	8,607	2,386
Total ...	**298**	**215**	**12**	**413**	**9**	**39**	**986**	**6.919**	**31,081**	**140**	**18,793**	**88**	**1,735**	**58,756**	**1,48 710**	**33,094**
Gorakhpur ...	92	73	41	225	...	1	432	2,077	11,364	346	12,234	...	26	26,047	35,275	15,714
Basti ...	68	64	19	146	...	...	297	1,499	10,709	258	7,039	...	...	19,505	36,767	10,747
Azamgarh ...	86	65	7	121	...	1	280	1,857	9.653	57	4.467	...	30	16 064	33,434	5,437
Total ...	**246**	**202**	**67**	**492**	**..**	**2**	**1.009**	**5.433**	**31,726**	**661**	**23,740**	**.**	**56**	**61,616**	**1,05,476**	**31.898**
Naini Tal ...	53	48	...	24	...	...	105	343	2,884	...	616	...	...	3,843	14,257	1.745
Almora ...	53	45	14	51	...	12	175	611	5,253	114	2,422	..	368	8,768	20,675	7,506
Garhwal ...	38	74	2	35	...	18	167	447	3,729	61	1,066	...	432	5,735	17,126	2,519
Total ...	**124**	**167**	**16**	**110**	**...**	**30**	**447**	**1.401**	**11.866**	**175**	**4.104**	**...**	**800**	**18,346**	**52.058**	**11,770**
Lucknow ...	42	51	4	78	.	...	175	645	5,536	30	2,365	...	...	8 576	28,209	6,230
Unao ...	55	72	...	70	...	...	197	820	5,621	...	1,874	...	...	8,315	23,648	4,908
Rae Bareli ...	71	46	6	89	2	7	221	1,014	7,049	36	3,117	21	340	11,577	29,762	6,502
Sitapur ...	68	98	1	56	...	4	227	855	7,491	13	1,819	.	143	10,321	34,882	3,183
Hardoi ...	39	109	2	49	...	1	200	633	5,930	17	1,459	...	22	8,061	27,333	3,994
Kheri ...	48	52	4	79	...	2	185	914	3.946	25	2,141	...	44	7,070	23,603	4,468
Total ...	**323**	**428**	**17**	**421**	**2**	**14**	**1,205**	**4,881**	**35,573**	**121**	**12,775**	**21**	**549**	**53,920**	**1,67,437**	**29,285**
Fyzabad ...	69	32	7	100	...	...	208	890	6,779	229	3,429	...	...	11,327	32,060	7,196
Gonda ...	79	59	4	71	...	4	217	1,198	7,023	29	2,415	...	137	10,802	33,787	5,227
Bahraich ...	49	53	3	33	1	3	142	804	5,046	32	1,331	13	137	7,363	27,546	3,988
Sultanpur ...	56	46	1	86	..	...	189	966	5,499	10	2,678	...	...	9,153	24,292	5,368
Partabgarh ...	35	60	4	46	...	7	152	873	6,389	53	1,954	...	259	9,528	24,499	5,642
Bara Banki ...	63	64	2	78	2	6	215	960	5,907	59	2,122	14	231	9,293	26.314	6,381
Total ...	**351**	**314**	**21**	**414**	**3**	**20**	**1,123**	**5,691**	**36,643**	**412**	**13.929**	**27**	**764**	**57,466**	**1.68.498**	**33.802**
Grand Total ...	**2,536**	**2,846**	**350**	**3,179**	**20**	**118**	**9.049**	**42 368**	**2,69,740**	**3,549**	**1.18,634**	**160**	**4 628**	**4,39,079**	**12.58,139**	**2.48 308**
Grand Total for previous year.	**2,508**	**2,960**	**371**	**3,271**	**19**	**121**	**9,250**	**43,629**	***2,68,770**	**3,349**	**1,22,206**	**168**	**4 691**	**4,42 813**	**12,33,839**	**2 62,984**

* Figures given in the report for 1909-10 were incorrect.

Comparative table of the results of the examinations for the years 1910 *and* 1911.

		1910-11.	1909-10.
M. A.	Candidates ...	27	20
	Passed ...	21	15
Previous M. A.	Candidates ...	62	58
	Passed ...	32	34
M. Sc.	Candidates ...	4	5
	Passed ...	4	5
Previous M. Sc.	Candidates ...	13	5
	Passed ..	11	4
L. T.	Candidates ...	31	27
	Passed	27	22
B. A.	Candidates ...	581	533
	Passed ...	284	195
B. Sc.	Candidates ...	128	126
	Passed ...	79	47
Intermediate	Candidates ...	1,042	1,148
	Passed ...	514	494
Matriculation	Candidates ...	2,206	2,440
	Passed ...	957	685
School Leaving	Candidates ...	946	325
	Passed ...	317	137
High School Scholarship	Candidates ...	386	442
	Passed ...	110	126
Vernacular Final	Candidates ...	8,348	7,808
	Passed ...	5,981	5,804
Primary	Candidates ...	24,311	25,036
	Passed ...	18,278	18,860
High School examination for Europeans...	Candidates ...	203	171
	Passed ...	127	97
Middle School examination for Europeans...	Candidates ...	213	176
	Passed ...	175	91
Middle English examination for girls ...	Candidates ...	124	125
	Passed ...	84	65
Departmental Teachers' Certificate examination.	Candidates ...	36	38
	Passed ...	34	36
Vernacular Teachers' Certificate examination.	Candidates ...	324	298
	Passed ...	238	220

ORDERS OF GOVERNMENT.

No. $\frac{1733}{XV-283}$.

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Dated Allahabad, the 1st December 1911.

READ—

The general report on public instruction in the United Provinces for the year ending the 31st March 1911.

OBSERVATIONS.—In spite of a diminution in the number of those receiving instruction in institutions supervised by the Education department, the results of the year's administration are in other respects satisfactory. The net decrease of pupils in all classes of institutions, whose work is known to the authorities, amounts to 1,794. The decrease is mainly in primary schools. There has been an increase under other heads. The causes of the decrease in primary schools are not sufficiently known to permit the immediate adoption of remedies.

2. There can be no doubt that if a pupil's studies are not carried beyond the lower primary classes he will not be likely to obtain knowledge which will be of real use to him, and no particular benefit will accrue to his mind or character. In the circumstances there is considerable force in the contention that the main objectives in lower primary education should be in the first place a thorough knowledge of the rudiments without which further progress is impossible, and in the second place the inculcation of a desire to acquire considerably more than a knowledge of rudiments. Where an aided school is unable to supply this requisite elementary training its failure to hold its own against the board school—a failure which is even more marked in the year under report—is not a matter for regret. And the prospects of better instruction in the earlier stages are rendered more hopeful by the increase in the number not only of certificated teachers but of teachers who in addition have received training of a more valuable and practical kind than that given to any teachers in the primary schools of the past. The training of such teachers is becoming systematized, and their prospects and pay have improved. The recent grant of Rs. 25,000 from Government, which will enable an improvement to be made in the grading, has been of real assistance. While the pupils in elementary schools will thus obtain in the future a grounding which is more likely to enable them to assimilate and appreciate the advanced education for which their previous attainments supply little more than the foundation, it is gratifying to find that there is a tendency for more pupils to pass on to the upper primary course. There were twenty-eight more upper primary schools under public management than in the previous year, and the majority of upper primary schools are now managed by district boards. In nineteen districts the number of these schools exceeds the number of lower primary schools.

3. The buildings in which primary schools are housed are improving. The rate of improvement is slow, but the improvement is real.

There was an unfortunate throw-back in certain districts owing to disastrous floods, which completely washed away some school houses and hopelessly ruined others. The subsidy of two lakhs of rupees, which was received from the Government of India at the end of the year under report, will enable much of the necessary aid to be given to these districts.

4. On the other hand, the number of vernacular primary schools of a public character has decreased by 210, and the number of scholars has fallen by 3,734. The decrease has for the most part taken place in aided lower primary schools, and has been confined to twenty-one districts. It has been most noticeable in six. In twenty-seven districts there was an increase. The field of enquiry is thus narrowed to the districts in which there has been apparent failure. The Director of Public Instruction draws attention to the following causes to which he attributes the falling-off in the number of scholars.

5. The first is the exceptionally prevalent and virulent outbreak of plague. His Honour considers that the severity of this disease in the year under report has probably had a greater effect than it has had for many years past. Not only was the disease unusually widespread, but it produced exceptional panic in the places where it made its appearance. The remarks of the Commissioner of the Benares division are instructive. He writes: "Plague breaks up many a home, and often produces scat-"tering panics. I have never seen the rural tracts of Benares, Ghazipur "and Mirzapur so scourged with plague as they were last cold weather."

6. The next cause assigned is the prevalence of cholera and malaria. Cholera was undoubtedly severe, but malaria was not so severe in the year under report as it had been in previous years. The third cause is the effect of the floods to which reference has been already made. Where these floods occurred, those wishing to attend school were confronted with serious obstacles even where the buildings were not washed away or irretrievably ruined. The Director of Public Instruction next draws attention to the striking off of defaulters' names and the removal of fictitious entries. He is of opinion that the figures have in the past been often swollen by the inclusion of names of scholars who did not in reality attend the schools. Such being the case, a considerable reservation must be made in drawing inferences from the quoted figures. The next suggestion is lack of funds. Mr. Porter considers that an opinion cannot be formed on this point until the figures of expenditure, which are being collated in a separate enquiry, have been thoroughly examined. The total direct expenditure on primary schools maintained by municipal and district boards increased by Rs. 23,062. The expenditure on aided primary schools decreased by Rs. 10,420, but the net result is an increase of Rs. 12,642.

7. The last cause suggested is the weeding out of schools which are not worth keeping open. The closing of a useless school so far from being a disadvantage confers a positive benefit. No real progress will be possible until inefficient institutions disappear.

8. The Lieutenant Governor is however unable to come to any finding as to the full causes of the decline. An exhaustive enquiry has been instituted into the circumstances of primary education in this

province. That enquiry has not yet been completed, and, until the materials have been fully collected and carefully examined, it will be premature to express a final opinion as to the defects of the present system.

9. It can hardly be said that there has been great progress in female education. There has been an increase of 724 in the number of pupils, though there has been a falling-off of fifteen in the number of institutions. All the schools which disappeared were private schools. There was an increase in public institutions, and the scholars attending them. Female education has made no perceptible strides in general popularity in the year under report. The mass of the public are still tolerantly indifferent, the work done is often spasmodic, and there is an absence of thoroughness and steady persistent endeavour to overcome obstacles.

10. Encouraging signs are not, however, altogether wanting. There has been a slight increase in the number of upper primary schools. Eight out of eleven model schools in Agra were raised to this standard. The leaven of the desire of self-improvement is slowly beginning to affect some of the teachers. Such instances as those of a teacher who endeavoured to impart instruction in a plague camp, and of an ex-pupil offering her gratuitous services as teacher in her old school as a token of her gratitude for the education which she had received, afford cause for hope for the future. Schools also have improved. Some have for the first time prepared pupils for the middle examination. Others have promised to do so this year. In some middle schools there is a perceptible desire to work to the high stage.

11. The number of inspectresses of girls' schools was raised from five to seven, and the circles have been redistributed and reduced in size. It may well be hoped that a considerable improvement will be the eventual result.

12. The Isabella Thoburn College continues to retain its well-deserved reputation for thorough and conscientious work. The number of its students, who are drawn from all over India, continues to rise. Its buildings are improving and its standard is being steadily raised.

13. There has been improvement in secondary education. The number of secondary schools for Indian boys has increased by five, and two more high schools have come into existence by the raising of middle schools to the high standard. The number of scholars in Anglo-vernacular schools has risen by 921 and of those in the high section by 600. The number of vernacular middle schools increased by six, and the number of scholars by 235.

14. The main feature of the year was the provincialization of high schools. The conversion is of too recent date to enable the results to be clearly seen, but there is every reason to suppose that great improvements may be anticipated as the result of the change. Special inspectorships of drawing, oriental languages, and science have been created, and three such appointments were made early in the year.

15. The number of candidates for the matriculation examination was 2,206, and the number for the school-leaving certificate examination was 946. The figures in the previous year were 2,440 and 325. Taking

the two examinations together, the total number of candidates rose from 2,765 to 3,152. The results were much better in the matriculation examination, where 957 passed as against 685 in the previous year, but were slightly worse in the school-leaving certificate examination, where 317 passed as against 137 in the previous year. The school-leaving certificate examination is gaining steadily in popularity. This fact is established not only by the increase in the number of candidates but by the increase in the number of schools recognized. In the previous year there were sixteen recognized schools. In the year under report the number rose to thirty-nine, and the number recognized in 1912 is already forty-five. The Lieutenant Governor concurs with the Director of Public Instruction in his appreciation of the efforts of the members of the central board who may look back at their work with satisfaction.

16. The question of providing satisfactory teachers in the secondary schools still awaits a complete answer. The training colleges are doing their best. But as the total number of teachers required is rising every year, the increased number of teachers trained in the colleges is hardly sufficient to do more than maintain the present proportion of trained to untrained teachers, and that proportion is far too low. In government schools the prospects of obtaining efficient instructors will be considerably improved by the recent regrading of the staff and the increase of their pay ; but unless additions can be made to the training colleges and the prospects of teachers in aided schools can be made such as to attract a better class, there is not the same probability that aided schools will be able to command the right class of master. The improved results in the matriculation examination would seem to point, however, not only to the exercise by head masters of greater judgement in making promotions, but to an improvement in the instruction given. Some credit thus appears to be due to the efforts of the untrained teacher to develop his powers.

17. The number of students in arts colleges increased very slightly. In view of the abnormal increases in the past few years there is nothing surprising in the fact that the figure has remained almost stationary. The results in the higher university examinations were almost uniformly better than in the previous year. Twenty-one candidates out of twenty-seven passed the examination for the degree of Master of Arts, seventy-nine out of 128 passed that for the degree of Bachelor of Science, and 284 out of 581 passed that for the degree of Bachelor of Arts. All four candidates for the degree of Master of Science were successful. This is a satisfactory record. The biological laboratory at the Muir College was extended and brought into use, and the chemical laboratory was extended. The fittings in the biological laboratory in the Agra College were completed. The Ramsay College put up new class rooms and a laboratory, and a gas installation was added to the equipment of the laboratory in the Christ Church College, Cawnpore. Additions of a substantial nature were made to the libraries of the Agra College, the Ramsay College, the Meerut College, the Reid Christian College and the Central Hindu College. The hostel system is gaining in popularity, the number of boarders having risen from 1,378 to 1,465. Almost half the college students are now resident in hostels, and in

some colleges those living in hostels exceed those living outside. There are few objects in education more desirable than the adoption of a residential collegiate system, and Government will continue to the best of its ability to assist projects for extension.

18. In the Allahabad University an important change was the re-introduction of a pure Persian course. An important addition to the studies recognized by the Senate in the year was the creation of a two years' commercial course leading up to a certificate. A medical faculty was created and regulations were framed for the recognition by the University of the Lucknow Medical College, which was opened for classes in October 1911. The construction of the new University buildings was commenced, and considerable progress has been made.

19. On the side of technical education the year is chiefly marked by the appointment of an Inspector of Industrial Education, who is also Director of Industries, the appointment of a professor of mechanical engineering at the Thomason College, Roorkee, and the establishment of a second industrial school at Gorakhpur. In pursuance of the general policy of concentrating the higher training at Roorkee, the scheme for the technological department of the college was modified so as to provide training for those who have prospects of employment in the higher branches of industrial enterprise. Important changes were also made in the working of the Lucknow industrial school, and the syllabus framed for that school was adopted in the Gorakhpur school, which has made an excellent start. Great importance is attached to the maintenance of close communication between such schools and the actual employers of labour. The Principal of the Lucknow school will keep in touch with the leaders in the chief industrial centres in the west of the province, while much assistance has been given at Gorakhpur by the authorities of the Bengal and North-Western Railway. Facilities are now available for turning out workmen equipped not only with better ability to perform ordinary tasks, but with a training which should enable them to rise to higher positions in their trades. The future of the weaving schools, which are aided institutions, is still uncertain, and their working is experimental. The high price of cotton has told adversely on passed pupils. Greater progress is expected in the current year as sanction has now been received, subject to the provision of funds, for the establishment of a technological institute at Cawnpore, and principals have been appointed to the School of Design at Lucknow, the weaving station at Benares and the carpentry school at Bareilly. The current year also marks the formal opening of the Cawnpore Agricultural College, and the beginning of work on a scheme for agricultural education in the Allahabad Christian College.

20. Oriental colleges and classes continue to attract more students and to produce better results. The number of institutions has risen from seven in 1908-9 to thirteen in 1909-10 and to fifteen in 1910-11. The outbreak of plague in Benares caused a temporary decrease in the number attending the Sanskrit College. The number of candidates appearing in the Acharya, Madhyama, and Prathama examinations has risen from 948 in 1908-9 to 1,314 in 1909-10 and to 1,594 in 1910-11.

The Registrar writes: "The results are encouraging. There is an "evident desire to improve the teaching of Sanskrit from the lowest "stages upwards, and under the stimulus of special affiliation for the "Acharya examination *pathshalas* are being taught the necessity of em- "ploying properly qualified teachers and of paying them a reasonable "salary."

21. There was an increase of five in the number of candidates who passed the examination for licentiate of teaching, the number increasing from twenty-two to twenty-seven. The government high school is now open to the students of the Higher Grade Training College as a practising school with results beneficial to both institutions. The Lower Grade Training College did not show as great an advance, though changes in the system are beginning to have a good effect. Four schools were used as practising schools, and each student taught for six weeks. The examiner's report shows a marked improvement in the practice of teaching. There was a slight falling off in the number of students in the normal schools, and also in the number of teachers trained in the training classes.

22. The province was indebted to the Government of India during the year under report for the following generous special grants :—

	Rs.
(1) Training institutions for primary schools	50,000
(2) Training institutions for secondary schools	20,000
(3) Hostels	1,00,000
(4) Buildings and equipment of primary schools	2,00,000
(5) Buildings and equipment in government model girls' schools	50,000
(6) New school building for the Reid Christian College, Lucknow	25,000
(7) New building for St. John's College, Agra	25,000
(8) Encouragement of European education	2,00,000
(9) Apparatus and equipment in school-leaving certificate classes	1,50,000
(10) Aligarh College and school	2,00,000
(11) Cawnpore institute	3,50,000
(12) Developments at Roorkee	1,37,000
(13) Completion of equipment of School of Design... ...	8,000
(14) Completion of equipment of weaving station	15,000
(15) Cost of new power plant, Industrial School, Lucknow ...	29,000

23. The death of Mahamahopadhyaya Pandit Sudhakar Dube, who is rightly described in the report as "a great scholar of great attainments and a rare freshness of mind," will leave a vacancy in the world of Sanskrit learning that will not readily be filled. The Lieutenant Governor wishes to put upon record his high appreciation of the services of this gentleman to the province and to oriental learning. Christ Church College, Cawnpore, has lost the services of a principal who has done invaluable work not only for his own college but for education in general.

24. The office of Director was held for the year under report by the Hon'ble Mr. de la Fosse. His Honour is indebted to him for a year's strenuous work, and for his valuable advice and assistance.

ORDER.—Ordered that a copy of this resolution be forwarded to the Director of Public Instruction, United Provinces, for information.

Ordered also that the resolution be published in the *United Provinces Government Gazette* for general information.

By order of the Hon'ble the Lieutenant Governor, United Provinces,

L. STUART,

Secy. to Govt., United Provinces.

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

UNITED PROVINCES OF AGRA AND OUDH

FOR THE YEAR ENDING 31ST MARCH 1912.

ALLAHABAD:

PRINTED BY F. LUKER, SUPDT., GOVERNMENT PRESS, UNITED PROVINCES.

1912.

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PREFACE.

This report has been written very literally 'in the intervals of business.' To Mr. Burrell, who was once again placed on special duty to assist me, I owe my most grateful acknowledgments for the patience and industry with which he has explored the whole field and the ability with which he has brought the material together and set out the facts.

C. F. DE LA FOSSE, M. A.,
Director of Public Instruction, United Provinces.

ERRATA.

Annual Educational Report, 1911-12.

Page.	Detail.
3 of Index.	7th line from the bottom, *for* Euorpeans *read* Europeans.
11.	15th and 16th lines from the bottom, *for* secondary and primary *read* general and special school.
30.	1st marginal heading, *for* ad *read* and.
54.	18th and 19th lines from the bottom, *read* inverted commas after 19,984 instead of after 8,361.
56.	Heading, *for* Euucation *read* Education.
81.	4th line from the bottom, *for* tho *read* the.
93.	28th line from the bottom, *for* are *read* era.
99.	13th line from the top, *for* patshhalas *read* pathshalas.
4A.	Against upper primary schools for boys, column 4, *for* 116 *read* 126.
17A.	Against Engineering Industrial, *read* 9 in column 19 instead of in column 18.
27A.	Against upper primary schools for girls, column 13, *for* 1 *read* 14.
33A.	Against Jaunpur, column 17, *for* 7,967 *read* 7,969.

General Report on Public Instruction in the United Provinces for the year 1911-12.

CHAPTER I.

PRELIMINARY.

Introductory.

The quinquennium which has just drawn to its close has been a very strenuous one for education, and if from causes not under control the progress made has not been so rapid as some had hoped, it has been by no means inconsiderable. It has been a period of thorough overhauling and examination of material in preparation for a determined advance all along the line rather than one of successful attack on any particular position. Though lack of funds has greatly hampered progress, the clearer and more distinct recognition of the importance of education in its various forms has been throughout the note of the administration now approaching its terminus, and under the constant stimulus from above every branch of education has felt the current of a stronger life. The wide and deep interest displayed in the subject by the Head of the Government has not been without its solid results, despite famine, a depleted exchequer, annual and desolating visitations of plague, and an appalling outbreak of malaria. Sir John Hewett has the satisfaction of reflecting that, though the fates have not been kind, he leaves education at the end of a quinquennium, which practically synchronized with his régime, in prestige, efficiency, and material resources far in advance of what he found it. The work accomplished will be briefly summarized in this chapter.

The conference on secondary education.

Conferences have been throughout the chief means by which reforms have been initiated. Before making any step forward, it has been the practice to take stock of the situation and to confer with experts and others interested in education as to the plan of campaign. The first conference was convened in order to advise the Local Government, on a reference from the Government of India, as to the measures required for the improvement of secondary and particularly anglo-vernacular education. The conference consisted of chairmen of district boards, non-official gentlemen, and officers of the Educational Department. It did its work so thoroughly that the progress of secondary education now to be related has chiefly consisted in carrying out its recommendations.

The control of high schools.

The rules framed by Government under the District Board Act of 1906 had vested the district boards with the responsibility for English as well as vernacular education, and the district high schools, hitherto managed for them by the Educational Department, were placed under their entire control, both administrative and financial. The Department was thereby restricted to the functions of advice and inspection. The conference found that the change was causing havoc in the schools by disorganizing the work and discouraging the teachers, and it had no hesitation in recommending that the interests of English education imperatively demanded the provincialization of the high schools and their restoration to the control of the Department. Their view was endorsed by Government and arrangements were made as speedily as possible for carrying out the change. It was originally intended to provide fresh allotments for the maintenance of the schools upon their provincialization, and to leave district boards free to devote the funds which they had spent on English education to the promotion and improvement of vernacular education, now definitely declared to be the province of the boards. Untoward circumstances however intervened to prevent the complete realization of the plan. A widespread famine crippled the provincial finances, and all that could be done was to make a compromise by leaving the schools under the financial control of the boards, while handing them over to the administrative control of the Department. This dual control lasted for two years, from 1908 to 1910. Though it unified the administration and widened the field of promotion, it suffered from many of the drawbacks incidental to the system it had supplanted.

An unlooked-for consequence was that it resulted in the boards' displaying an increasing reluctance to spend money upon the schools. The provincialization did not take place, in the full sense of financial as well as administrative control, until 1910, and then, such was still the financial stringency of the province, only with funds resumed from district boards. Thus vernacular education did not derive the indirect benefit which the measure was originally intended to bestow.

Grants-in-aid.

Another result of the handing over of English education to boards was that aided schools found themselves dependent for their grants upon the goodwill or the solvency of boards, and when the latter failed to comply with their just demands the managers found themselves in positions of great difficulty. The conference on secondary education found the aided schools declining in efficiency and thoroughly dissatisfied with the change, and it strongly recommended that grants-in-aid should, as formerly, be given through the Department from provincial revenues. To this Government readily agreed, and the aided schools were from the year 1909-10 freed from the boards' control and guaranteed the grants which they had earned under the rules. But if 'all is well that ends well,' upon an impartial review of the facts it cannot be denied that a set-back to English education was caused by the action taken in 1906, from which the province is only now beginning to recover.

School committees.

But, while recommending that high schools should become the direct concern of Government, the conference did not desire to cut them off entirely from local influence. One of the conditions on which it recommended provincialization was the formation of a small body, representative of local interests, with the district magistrate as chairman, to act as a school committee with advisory functions. Such an institution, it was considered, would be a useful auxiliary to Departmental management; and in this view Government acquiesced. When therefore the district high schools were converted into Government schools, school committees were called into existence. They are still only about two years old, and it is too soon to attempt to form any final estimate of their value; but it may be said that, notwithstanding occasional misconception of their functions, they are generally proving useful in gauging public opinion.

Government schools to set the standard.

In pursuance of the policy recommended by the conference and accepted by Government, in most districts of the province Government high schools have now been established. They are intended to set the standard for other schools to follow and not to take the place of schools started by private enterprise. For this reason the number of scholars admissible to them is strictly limited. At the present time the only districts where no Government high school has yet been established are Hamirpur, Dehra Dun, Azamgarh and Jhansi; since no further provision for English education is thought to be immediately needed there.

Revised grading of the staff.

But a mere change in the system of administration would have been of little use, unless it had been accompanied by other reforms. The most essential need was an improvement in the teaching staff; and it was recognized that this could not be effected without increasing the emoluments of a profession, rendered unattractive by the low starting pay, the slow and uneven flow of promotion, and the final prospect for the majority of retirement into penury. The conference pointed out that the problem could only be solved by a better grading on personal pay. The principle was accepted unhesitatingly by Government, but years had to elapse before circumstances permitted of its being put into practice. A steadier stream of promotion was, however, secured in 1910 by making the pay personal instead of local. This measure obviated at the same time the need of frequent transfers. But the scheme of regrading on better pay did not come into operation till 1911. Some idea of the improvement that has taken place may be gained from the following facts: the minimum pay of an English teacher has been raised from Rs. 25 to Rs. 30; the minimum pay of a headmaster has been raised from Rs. 100 to Rs. 150; there are now 122 posts of Rs. 100 and upwards as compared with 77; and 145 posts from Rs. 60 to Rs. 100 as compared with 117. It cannot be denied that the rates of pay are still too low, but the measure of relief has been gratefully appreciated by the teachers; while the replacement of local by personal pay not only benefits the schools by making for greater continuity of teaching but is a great convenience in administration to the appointing authority.

Improving the quality of the teachers.

The conference recognized that it is not enough to make the teaching service more attractive. It is one thing to secure better recruits: it is quite another to

make them efficient. For the second task one training college was declared to be inadequate, and it was recommended that a separate training college should be established for the training of graduates. The proposal was given effect to two years later by the restriction of the Allahabad Training College to the work of training graduates and the foundation of a separate college at Lucknow for the training of undergraduates. In this way a much larger supply of trained men has been obtained and the machinery for their training improved. The supply of trained teachers is, however, still far short of the demand.

The School Leaving Certificate examination.

Complementary to these two reforms was a third, the institution of a School Leaving Certificate on lines that should be a test of steady and continuous work in class, not of hurried and feverish preparation for an external examination. The problem was to devise a scheme which, while serving as a test of fitness for pursuing University studies, should also make provision for those who contemplated entering on further courses for commercial or technical careers, or who had to seek employment upon leaving school. To accomplish any genuine reform stress had to be laid upon oral and practical tests and upon the value of regular and thorough work during the period of preparation. It was not difficult for the conference to come to agreement upon the main features of such an examination, and the scheme as outlined by it received the hearty approval of Government; but the working out in detail of rules and syllabuses was no easy task, and that the new system of appraising school work should have been so quickly brought into operation, and without a hitch, is a feat upon which all concerned may justly pride themselves. Suffice it to say here that though the School Leaving Certificate has had to face a good deal of suspicion and ill-judged opposition, and though it had to be launched before the other two complementary reforms were in working order, it has lived down prejudice, and in the testimony of experienced and competent observers has already effected a very salutary revolution in both the aims and methods of instruction.

Inferior accommodation and equipment.

Since the leading principle of the new test is the policy of 'thorough' it was necessary that classes should be kept down to manageable dimensions, taught in commodious class rooms, and provided with a complete equipment. Investigations made in this connection disclosed many and grave deficiencies even in the best schools, especially for such subjects as science. When the facts became known to it, Government generously provided at once a special allotment for equipping and maintaining School Leaving Certificate classes at a proper standard of efficiency. With this money new posts were created, salaries of existing posts raised and laboratory equipment and apparatus improved. It has not been found possible even yet to recognize as competent to teach for the School Leaving Certificate all the schools that have asked for recognition; but Government has done what it can to assist as many as apply to render themselves efficient, and year by year a larger number receive permission to present candidates.

Standardization of high schools.

At the very time at which the Department was specially aiming at the improvement of tuition it was confronted with a new and grave difficulty in finding accommodation for an unprecedented rush of aspirants for English education. Headmasters had an invidious task in keeping at bay the swarms of importunate applicants, and some sections of the public, whose sympathies were too wholly with the excluded, began to clamour for the abolition of the long-established rule limiting the number to be assigned to one teacher. But the Department could not recede from the position that a teacher should not be called upon to attempt to teach more scholars than he can properly handle. The situation though critical was not without its beneficial aspect, for it forced to the front the important question of standardization. This is practically a new problem in Indian education, at least so far as the United Provinces are concerned. Previously efforts had been concentrated on spreading education; there was room for all and all were welcome. But this unlooked-for rush definitely raised the question of what constitutes a school, whether it may be a promiscuous collection of teachers and scholars capable of indefinite extension or whether it is a determinate unity with a corporate life of its own. To those who believe in the need of efficiency in education the question admits of only one answer, and it was authoritatively declared that a standard or model school should not contain more than 450 pupils nor more than two sections in any class, and the limits

already laid down for the size of classes were reaffirmed. Schools under private management are permitted to exceed the limit of 450 prescribed for a model school, but the declaration has had the effect of discouraging indefinite expansions. An indirect but equally satisfactory result of the order has been that it has stimulated private enterprize and private liberality to the founding of new schools to take the overflow of scholars.

Standard plans.

The consideration of the question of numbers led naturally to a review of the whole question of accommodation for school classes. It was clear that many buildings erected in past times would have to be replaced, as being wholly unsuited to modern conditions, and there was also the demand for new schools to cope with the influx of pupils. It was therefore very desirable to determine what was the material standard corresponding to the numerical and classwise limits already promulgated. One such plan had already been issued for laboratories and had proved exceedingly useful. After exhaustive discussion and consultation with experts a whole set of type designs for schools, hostels and workshops for manual training were drawn up and published for general information. The Department owes a special debt of gratitude to the officers of the Public Works Department for their ready assistance and advice throughout the undertaking. The buildings since erected in various places in accordance with the type designs have in all essentials given satisfaction and are undoubtedly a great improvement upon any of the older ones. The saving of labour effected by having at hand standard plans to work upon is immense, and managers of schools, as well as the officers of the Department, have good reason to be grateful.

Curricula.

The indirect effect on the actual class-work of the new School Leaving examination has already been alluded to; but the curricula have also been amended. Among the principal changes are the following:—

(1) Drawing has been made compulsory and is taught on an improved system in schools which have been able to secure better teachers;
(2) the mathematical courses have been more suitably graduated;
(3) vernacular has been restored to its position as a compulsory subject in the upper middle section;
(4) manual training has been incorporated as an optional course in the four highest classes.

Home lessons are a difficult problem everywhere and they have probably always been the most unsystematic part of the work in Indian schools. An attempt has been made, not altogether without success, as it is hoped, to co-ordinate the home-work better with the class work, to prevent undue strain due to setting an excessive amount to be done at home, and generally to put the work on a sounder basis. The abuse of the private tutor system has been checked to some extent by this reform. The teacher's responsibility for work done out of school is increased and there is less need for tutorial assistance at home.

Private enterprise.

The above accounts show what the State has been endeavouring to accomplish in setting up a satisfactory standard of secondary education; but it would be incomplete without some reference to the way in which other agencies have also recognized their obligation to adapt themselves to the higher ideals. The response made by private enterprise to the exertions of the State has been very gratifying. It has manifested itself chiefly in connection with the School Leaving Certificate, in efforts to improve staffs, accommodation and equipment. With their united resources they have done a great deal, as the list of their new buildings in the fifth chapter shows; while if their staffs still leave much to be desired, there can be no doubt that they offer better terms of service than before. Equally gratifying is the foundation of new schools by private liberality. Amongst these must be specially mentioned the Rae Bareli school building, presented by the Rana of Khajurgaon, the Gorakhpur high school towards which Rs. 40,000 were raised by private subscriptions, the costly extensions to the Edward Coronation High School at Khurja, the fine buildings of the Shiam Sundar Memorial School at Chandausi, and the truly magnificent endowment and buildings of the Hewett Kshattriya High School, Benares. These new schools, and improvements too numerous to mention, are encouraging testimony that public spirit can be relied on to bear its part in supplying the demands of education.

The industrial conference.

While the object of the first conference just described was to render the existing system of secondary education more efficient, the second conference

took a much wider sweep through the whole industrial development of the province. In so far, however, as industrial education and industrial progress are inextricably commingled it was secondarily an educational conference; and as a matter of fact a large portion of its recommendations directly referred to education. While it endorsed the recommendations of the first conference as regards the variety of school courses in secondary schools, made an additional recommendation for a course in manual training, and laid stress on the practical teaching of science and its proper equipment, it will be chiefly remembered for its advocacy of the creation of a new branch of education under special direction. Its bold and ambitious schemes have not been realised in anything like their full extent, and technical and industrial schools have not been severed from the Educational Department as it proposed. Nevertheless its deliberations have led directly to the foundation of the Technological Institute with its twin branches of applied chemistry and engineering, at Cawnpore and Roorkee respectively, another industrial school, a carpentry school, a school of arts and crafts, an experimental weaving station, and a number of local weaving schools in districts. All these institutions, with the exception of the Technological Institute, have been placed under the inspection of a newly created officer, the Director of Industries in his capacity of Departmental Inspector of Industrial and Technical Schools. It is even yet too soon to hazard an opinion upon the ultimate effect of these momentous changes. The Department with the help of local committees has been busy over questions of organization and curricula, and there is still much spade-work to be done before all these new institutions will be in regular working order; but scholars are flowing into most of them in embarrassing numbers and the start made is full of hope.

Educational court.

Amongst the recommendations of the conference for the advancement of industries was a modest proposal that exhibitions should be encouraged. The magnificent scale on which it was realised at the Allahabad Exhibition of 1910 was probably a startling surprise to the authors of the proposal. Not only did the Exhibition comprehend on the industrial side a display of all the activities of the province, but it also found room for an educational court in which every aspect of education, susceptible of exhibition, was illustrated. The court was divided into seven sections, which contained exhibits, drawn not only from all the provinces of India but also from Europe, including an ample contribution from the Board of Education, London. In its way the court was one of the most successful in the Exhibition, and proved at the same time attractive to the ordinary sight-seer and instructive to teachers and others specially interested in education. The court was organized by Messrs. Hill and Mackenzie, to whom with their assistants great credit is due for the success and skill with which so great a variety of exhibits was arranged and displayed. It certainly had the desired effect of stimulating curiosity and observation.

Vernacular education.

Vernacular secondary education has not made as much progress as anglo-vernacular education. It has already been stated that it did not derive the reversionary benefit which was originally intended from the restoration of the high schools to provincial control. District boards have had insufficient 'sinews of war' for making anything but a very gradual advance. But if the march has been slow, it has been sure, and vernacular secondary education is certainly in a healthier state. The movement in favour of separating the lower primary departments from high schools, which commenced in the last quinquennium, has been extended to vernacular schools during the quinquennium under review. The process has been going on all through the period, and, speaking generally, they are now usually accommodated in separate buildings. This has relieved the pressure on space in a class of schools in a chronic state of congestion. There has also been a great deal of positive addition to the available accommodation either in the shape of new buildings or extensions. The work is of an unostentatious character, but is not inconsiderable. Perhaps the principal achievement of the quinquennium is the gradual raising of the teachers' salaries to the minimum prescribed by Government six years ago. It has been accomplished not without heroic struggles to find the means, supplemented at last by a Government grant of Rs. 10,000 per annum. The boards must not be blamed if in the case of many teachers the minimum is also likely to be for years the maximum to which they can hope to attain. Regrading has usually been entirely beyond their means.

Primary education.

Primary education has had to face a sea of troubles which has wrecked the weaker vessels. Successive waves of famine, plague, malaria and cholera swept remorselessly over them and they went down in batches. It must be admitted that some of them were too unseaworthy to weather any storm and were foredoomed to founder from the first. When better times returned there was nothing to do but to clear away the wreckage. The boards have learnt the lesson and they build for permanence now in response to genuine requirements. Despite these heavy losses the decrease in scholars caused thereby has been far more than made up, and the quinquennium concludes with about 60,000 primary scholars to the good. Apart from mere numbers there are other undeniable signs of progress. There are more upper primary schools, and the upper primary stages are somewhat better filled; attendance at school has been more regular even in the worst times of enrolment; and a sad experience has taught more careful administration. The standard of efficiency among the teachers has improved, and the facilities for training them have been considerably increased. Their salaries have, thanks to a grant of Rs. 25,000 from Government, at last reached the minimum prescribed; but, as in middle schools, many have small prospect of rising much above it. There has been a modest advance in building by the very gradual substitution of State for hired buildings, and this, like the increases in salaries, has been stimulated by Government grants. These things however concern the externals of education.

Government was not unnaturally greatly perturbed at the temporary decrease in scholars and at the slow rate of progression even in ordinary years. It feared that there might be 'deep-seated causes operating to retard the progress of education.' The questions were directly raised by it whether the kind of instruction imparted was really fitted for the classes for whom it was intended and whether the numerical retardation might not be due to its unsuitability. The questions still remain unanswered, for Government has not yet concluded its examination of the reports sent in. Meanwhile the possibility of rendering education more attractive to the cultivator by giving it a rural bias was made the subject of inquiry by a representative committee on rural education, and a scheme of instruction designed to further that end has been sent in. But the most notable event perhaps in connection with primary education is the suddenly awakened interest in it manifested by the general public. If the zeal in some quarters somewhat outruns discretion, its existence is a sign of happy augury. The programme of extension called for at the instance of the Government of India should, if funds suffice for its realization, certainly satisfy all but the most extravagant idealists.

Female education.

Special efforts have been made for the advancement of female education and they have been rewarded with as great a measure of success as could be expected. Not only has the agency for promoting it been reorganized, but a programme of action, embodying the recommendations of the female education committee in 1905, has been drawn up and put into operation. And as the measures involved considerable expenditure, special allotments were made both for primary and secondary education. At the end of the quinquennium the total number of pupils showed a marked increase. More pupils proportionately study up to higher stages, and the supply of competent teachers, though still miserably insufficient and likely to remain so for some time to come, has distinctly improved. Female education, especially of a secondary character, has hitherto depended principally on private effort, especially on the labours of missionaries, and a great point has always been made of enlisting the interest of the educated classes. But the State has now offered to share the burden, and by means of model schools and generous grants-in-aid is doing what it can to assist. Considering the fact that female education is an innovation and cuts through ancient prejudices much against the grain, there has been a very fair response. But if hostility is becoming a thing of the past, indifference and apathy still hold much of the field. Progress must continue to depend upon the devoted labours of the few.

European and Eurasian education.

European education has received a great deal of attention, thanks to the keen interest taken in it by the Head of the Province. It has suffered much in the past from two regular causes of inefficiency: first, lack of money and, secondly, an inadequate supply of competent teachers. It is only lately that the connection between these causes has been fully recognized. The deficiencies in these respects of the revised code have been largely made good by the offer of special salary grants

for trained teachers. The grants not only relieve the slender finances of the schools and encourage them to employ a more qualified staff, but are a standing inducement to better men to enter the profession of teaching. Owing to the foundation of the Sanawar training class for teachers in European schools, a small supply of trained recruits has annually been made available. In these provinces, at any rate, the value of the training there given has been gratefully recognized, and Government has offered schools assistance in deputing men for training, of which they have readily availed themselves. It was hoped that better prospects would attract more Europeans to study for University degrees, but it must be regretfully admitted that in collegiate education things have stood still. The number of men studying for degrees has shown no signs of expansion. In buildings and equipment there has been a quite remarkable improvement. Private effort assisted by liberal grants from the Local Government, and later on by a handsome share in a grant from the Government of India, has accomplished wonders. The progress in numbers of scholars has been normal and satisfactory and the schools have shown energy and spirit in facing their many difficulties. More welcome and much needed help is now to come to them from the share of European education in the recurring grant of fifty-lakhs.

Reorganization.

The changes above described have necessarily involved a considerable increase in the operations of the Department, which has in consequence undergone a good deal of reorganization. Both on the administrative and on the professional side it needed strengthening to cope with the increased work and responsibility. The cadre of the Indian Educational Service has increased from 18 to 28 officers, including more professors in Arts Colleges, a Principal and a Vice-Principal for the Allahabad Training College, and three more Headmasters of Government High Schools. Both the Provincial and Subordinate Services in the colleges have been considerably strengthened. The newly created technical and industrial branch has at its head an officer with the title of Director of Industries and Inspector of Industrial and Technical Schools, and the new institutions have been placed under experts recruited in England. On the administrative side three more inspectorships have been created in order to allow of the educational division being made coterminous with the revenue division; though the creation of another revenue division for Bundelkhand has since rather upset this arrangement. At the same time the offices of assistant inspectors were amalgamated with those of inspectors, with the result that greater unity has been given to the administration, and anglo-vernacular and vernacular education, instead of being somewhat in the nature of semi-detached compartments, have been co-ordinated as parts of a larger whole. The inspecting agency has also been enlarged by the realization of the scheme to create special inspectorships for oriental languages with their allied vernaculars, for science and for drawing with manual training. Similarly, the administration of female education has been put on a stronger footing by increasing the cadre of inspectresses from four to seven and improving their pay. The district inspecting staff for vernacular education has been increased and its grading improved, thanks to a Government grant. Much time has been occupied in considering the question of how best to arrange for the inspection of schools maintained by boards, which was admittedly faulty and unsystematic. After years of discussion facts have been too strong for those who would have kept things as they were, and proposals, matured during the quinquennium, for placing the inspection of vernacular schools under the Department, received the sanction of the Secretary of State shortly after its close.

Liberal finance.

Summing up, then, the importance of education has been increasingly recognized, the field of education has been surveyed, its scope has been extended, the relations between its different branches have been more clearly defined, and there has been much clearing up of ideas about its various functions. It remains to say a word about the other characteristic of the period, namely liberal finance. It has been customary at the end of this chapter to utter a jeremiad about the want of funds. For an expanding department, where the demand is constantly outrunning the supply, this note cannot be wholly absent. It is only too true that more funds are wanted in all directions more especially for primary education; but it is fitting that on this occasion the recognition of this need should be tempered by the grateful acknowledgment of what has been done for the cause of education both by Government and private individuals. Private liberality has been manifested both on a large and small scale, and the example of self-help will, it is hoped, find in the future many followers. But in India the impulse comes generally from above, and

that it has not been wanting the liberal allotments, recurring and non-recurring, both from the Local and the Imperial Governments amply testify.

The Coronation Darbar.

The year 1911 will always be memorable for the visit of Their Imperial Majesties the King-Emperor and the Queen-Empress to India to celebrate their coronation at the Delhi Darbar. The auspicious event is not only unique in the history of the country but is specially noteworthy in the annals of education. The local celebrations excited the liveliest enthusiasm, and the occasion was specially brought home to the minds of school boys and school girls by the grant of a holiday and the presentation of coronation medallions amid suitable festivities. The expense was borne partly by Government and partly by local boards, in some instances relieved by private voluntary contributions. The labour of distributing Darbar medals—in all over five lakhs—was ungrudgingly undertaken by my office. The medals were much appreciated by the children and will remain a symbol of the gracious goodwill and favour of the Crown to its most distant and youngest subjects. Little bands of school boys from different districts had the privilege of attending the Imperial Darbar, and the detachments showed up well in their neat costumes and various coloured *safas*. In the local celebrations the schools took their full share. The following description culled from a district board report is no doubt typical of what occurred elsewhere:—"The celebration of the Darbar was of a most enthusiastic character. All the schools were decorated with flags and bunting and most of them were illuminated. Some 4,000 school children were entertained and 8,362 medallions were distributed at a cost of Rs. 560. It has been a means of bringing home to the rising generation the significance of the great event and has provided them with a cherished memento of Their Majesties' visit, the memory of which will not fade from their minds." Even village committees roused themselves from their lethargy. "Every member," a chairman writes, " displayed real enthusiasm by doing all that was in his power to make the rejoicing a success." For the numerous rank and file of the teachers the event was marked by the bonus of half a month's pay which, it goes without saying, was highly acceptable. The visit of Their Majesties will be annually commemorated in schools on Darbar Day, which will be observed as a holiday with fitting celebrations. But the most striking memento in the world of education of the great occasion is the Royal grant of fifty lakhs recurring for ' truly popular education.' The announcement that the share of the United Provinces would be seven lakhs was made just before the end of the quinquennium, and gave a very practical significance to the Royal ' watchword of hope.'

University.

It is perhaps in the domain of university education that progress on the whole has been most satisfactory. There has been a great increase in the numbers both of those reading in colleges and of those residing in hostels. Postgraduate studies have attracted larger numbers; colleges have been equipped to teach up to higher standards; staffs have been strengthened; and courses of study enlarged and improved. Science is alike more popular and more efficiently taught; buildings have been added to and in some cases entirely renewed; and the University has at last a home of its own in the shape of the magnificent Senate Hall and offices lately opened by the Chancellor. Though the debt of these provinces to the retiring Lieutenant-Governor is heavy in so many directions, there is none perhaps in which it owes more to him than in this matter of University buildings. His was throughout the inspiring influence and he spared himself no trouble to promote and advance the scheme. He may rest assured that it will always be associated with his name and be the chief memorial of his enlightened educational policy. The University which at the beginning seemed face to face with bankruptcy can look back upon the quinquennium with a feeling of relief that it has turned the corner of its financial straits; but still the doubt remains whether the position is relatively very much better considering the manner in which the demand for education tends to outpace the supply of the agencies and machinery for imparting it. The rapid rate of increase is fraught with serious problems for the future.

Schemes for the future.

Schemes for the further advancement of all branches of education, prepared at the instance of the Government of India, have occupied a good deal of time and attention during the last most busy year. Ten years' programmes have been formulated, but they will no doubt need much sifting; for the process of thinking so far ahead offers very strong temptations to wander from the regions of reality into the dreamland of Utopia.

Loss by death or retirement.

At the commencement of the quinquennium the sudden death of Pandit Ikbal Kishan deprived the Department of the services of an officer of great vigour, ability and force of character. He had only recently been promoted to the important post of Inspector of normal schools and training classes and had entered upon his new duties with his customary zeal and untiring energy. The death of Miss West, the Chief Inspectress of girls' schools, which occurred in the same year, was also a severe loss to the Department. She was a lady of great enthusiasm and high capacity, and I fear that she had impaired her health by over exertion and thus rendered herself more liable to the illness from which she died so suddenly. In the next year the Department suffered another severe loss by the death of Mr. Jermyn, the Inspector of Schools of the Meerut division. He had previously served with great success as the Headmaster of the Queen's Collegiate School, Benares. In the brief period during which he was at Meerut he had given promise of becoming a very valuable officer. His death was likewise attributable to over exposure in the discharge of his duties at a trying season of the year. In the same month Mr. Housden, one of the oldest and most respected officers of the Department died at his post of headmaster of the Government High School, Cawnpore. Of Pandit Sudhakar Dube who died in 1910 it may without exaggeration be said that he was an irreparable loss to oriental scholarship, and he has left a gap at the Sanskrit College which it will be very difficult to fill. The death of Pandit Murli Dhar Nagar, Assistant Inspector of Schools, Benares division, in 1911, did not come so unexpectedly as those chronicled above, for he had been for sometime in declining health. Till illness impaired his powers he was regarded as an officer likely to win considerable distinction in the service.

By retirement the Department has lost the services of a distinguished oriental scholar in Maulvi Amjad Ali, late Professor of Arabic at the Muir Central College and the University at the same time has been deprived of a trusted adviser. Rai Bahadur Pandit Bishambhar Nath, who retired from the Headmastership of the Government High School, Cawnpore, in 1907, had the distinction of having been a headmaster longer than any one else in the service, and when he laid down his office he was honoured not only by his fellow-townsmen but by Government, which conferred upon him the title of Rai Bahadur, a rare distinction for an educational officer. He is happily still able to assist the Department and is a very useful member of the Text-Book Committee. Ill-health deprived the service in 1910 in the person of Pandit Din Dayal Tiwari of an inspecting officer who was a splendid example to the younger men. Of him it may truly be said that 'he ne lefte not for rain ne thondre'. By his ceaseless activity and stern sense of duty he made himself a terror to the idler and shirker, while merit knew that it was always certain of generous appreciation at his hands.

Classes of institutions.	1911-12.		
	Institutions.	Scholars on the 31st March.	Average number on the rolls.
PUBLIC INSTITUTIONS.			
University Education.			
Arts colleges ... ... For men ...	32	4,607	4,393
Arts colleges ... ... For women ...	5	49	49
Professional colleges	10	1,188	1,186
School Education, General.			
Secondary schools for boys ... English ...	189	44,973	44,128
Secondary schools for boys ... Vernacular ...	375	45,378	42,479
Ditto for girls ... English ...	55	5,128	4,991
Ditto for girls ... Vernacular ...	17	1,577	1,432
Primary schools for boys ... Upper ...	3,000	2,37,471	2,14 719
Primary schools for boys ... Lower ...	6,258	2,43,073	2,23,838
Ditto for girls ... Upper ...	178	9,067	8,189
Ditto for girls ... Lower ...	779	22,682	21,451
Technical and Industrial Education.			
Training schools for masters	116	1,121	1,102
Ditto for mistresses	18	161	165
Other Special Schools. ...	101	5,113	4,938
Total, Public Institutions for 1911-12 ...	11,133	6,21,588	5,73,060
Total, Public Institutions for 1910-11 ...	10,884	5,73,407	5,43,837
Total, Public Institutions for 1906-7 ...	11,072	5,36,897	5,03,118
PRIVATE INSTITUTIONS.			
Advanced Schools Teaching—			
Arabic or Persian (for boys)	483	11,357	...
Ditto (for girls)	1	20	...
Sanskrit (for boys)	385	7,829	...
Ditto (for girls)	1	20	...
Elementary Schools Teaching—			
A Vernacular only or mainly for boys ...	2,666	41,603	...
A Vernacular only or mainly for girls ...	148	2,753	...
The Qoran ... ... for boys ...	1,407	18,900	...
The Qoran ... ... for girls ...	91	927	...
Other schools not conforming to Departmental Standards	248	7,003	...
Total, Private Institutions for 1911-12 ...	5,430	90,412	...
Total, Private Institutions for 1910-11 ...	4,641	72,380	...
Total, Private Institutions for 1906-7 ...	4,570	69,277	...
GRAND TOTAL FOR 1911-12 ...	16,563	7,12,000	...
GRAND TOTAL FOR 1910-11 ...	15,525	6,45,787	...
GRAND TOTAL FOR 1909-10 ...	15,620	6,47 581	...
GRAND TOTAL FOR 1908-9 ...	16,080	6,58 348	...
GRAND TOTAL FOR 1907-8 ...	16,200	6,54 527	...
GRAND TOTAL FOR 1906-7 ...	15,642	6,06,174	...

CHAPTER II.

General Summary.

In spite of the temporary check in the expansion of the primary education, due to very obvious causes during the middle of the period, education numerically shows considerable advance. The total number of institutions has increased since 1907 by 921—from 15,642 to 16,563. It is a remarkable fact that of this large increase in schools no more than 61 are public institutions. The number of scholars has increased by more than a lakh—from 6,06,174 to 7,12,000, the increase being shared by both public and private institutions. The figures and in some cases the varying fortunes of different kinds of education are discussed in their appropriate chapters. Considering the lack of funds for primary education and the succession of calamities that have afflicted the provinces, it is matter for surprise that the numbers have risen as much as they have done. The percentage of scholars to the population of school-going age has risen from 8·47 to 10·06. For boys it has risen by nearly 2½ per cent. from 15·33 to 17·79, and for girls by ·51 per cent. from 1·16 to 1·67. It should not be overlooked, however, that the real increase is not as great as it appears, for the population on which the percentage has been reckoned this year has declined. Benares district stands first with a percentage for boys of 42·33. Fourteen districts have now a percentage of over 20. Excluding Dehra Dun and Naini Tal, where the percentage is inflated by the numbers of European boarding schools, the highest percentage for girls is 5·16 in the Agra district. In only 19 districts is the percentage for girls now less than unity.

Number of institutions and scholars.

The total expenditure has risen from Rs. 74,89,580 to Rs. 1,07,92,838 or 44 per cent. and the cost per head of the population reckoned on the figures of the recent census has increased from 2½ annas to about four annas. But the figures are deceptive, since the expenditure was artificially inflated above the normal increase by a grant from the Government of India of 13 lakhs, a large part of which was actually spent before the close of the period. Collegiate education absorbed almost 5 lakhs more of direct expenditure than in the previous five years, and has indeed cost over 50 per cent. more. Thirteen more lakhs have been spent on 'general' schools while the expenditure on 'special' schools has not far from doubled, having risen from Rs. 3,00,152 to Rs. 5,44,401, owing to the large expenditure on the new technical and industrial institutions. Considerable increases under the head of direction and inspection are due to the appointment of new officers and the revision of establishments made necessary by the expansion of education. Scholarships have increased by more than Rs. 80,000. But the most remarkable increases are shown under buildings and apparatus, which are partly due to the grant from the Government of India. Miscellaneous expenditure has grown by nearly three lakhs. Public expenditure has increased by 18 lakhs (which is equivalent to 37 per cent.) from upwards of 49 lakhs to upwards of 67 lakhs. Private expenditure is larger by more than a half, and the income from fees has grown from Rs. 13,51,184 to Rs. 20,50,005, representing about one-third of the total direct expenditure. The direct expenditure on collegiate, secondary and primary education is Rs. 13,94,901, Rs. 47,06,212 and Rs. 5,44,401 respectively, being one-fifth, three-fourths and one-twelfth of the whole. The following figures illustrate more in detail the growth of public expenditure on education. The recurring grants to aided colleges have increased from Rs. 85,157 to Rs. 1,44,460; the grant for direct expenditure on Government high schools has increased from Rs. 48,700 to Rs. 7,38,200, but this is chiefly owing to the provincialization of district board high schools and the resumptions made from district boards to meet the charge. The recurring expenditure on European schools has risen from Rs. 1,91,258 to Rs. 2,96,467. The total annual grants-in-aid for English schools have increased by half a lakh from Rs. 1,56,000 to Rs. 2,06,514. During the quinquennium almost four lakhs have been paid to aided colleges in non-recurring grants. For vernacular education the following recurring subventions have been made to the district boards:—Rs. 10,000 for additional sub-deputy inspectors, Rs. 6,000 for regrading existing posts of sub-deputy inspectors, Rs. 10,000 for regrading vernacular secondary school teachers, and Rs. 25,000 for improving the

Expenditure.

pay of primary school teachers; while Rs. 50,000 non-recurring has been distributed amongst the boards for buildings. In 1911-12 Rs. 12,91,000 non-recurring was given for education of all kinds by the Government of India. Just before the close of the quinquennium a recurring Imperial grant of 4½ lakhs was announced, which will be raised in future years to seven lakhs; a recurring grant of Rs. 60,000 for improving the pay of secondary aided English school teachers; and a non-recurring grant of 3½ lakhs for college and school hostels. The Government of India has also promised to give the University three lakhs non-recurring and Rs. 45,000 recurring to enable it to equip itself for teaching and research.

CHAPTER III.

Controlling Agencies.

I have held the office of Director during the quinquennium, except for ten months from April 8th, 1909 to February 12th, 1910, during which Dr. A. Venis, Principal of Queen's College, Benares, officiated.

The Inspectorates.

As a temporary arrangement during the year 1907 two more inspectors were added to the existing six, but in 1908 the full complement of nine was created, and the inspecting circles were made conterminous with the revenue divisions. The educational inspector thus became a divisional officer with his office at the head quarters of the division, though the inspector of Kumaun still retained also the charge of the European schools throughout the provinces. At the same time the number of the assistant inspectors was reduced from eleven to nine, one being attached to each divisional inspector as a kind of personal assistant. The separate offices of assistant inspectors were abolished (except in Kumaun, where special local circumstances make it necessary to retain the office) and merged in the enlarged offices of the inspectors. The specialization of functions, by which the inspector was directly concerned with English education, and only indirectly responsible for vernacular education, while the assistant inspector exercised direct control over vernacular education and was only remotely and intermittently concerned with any English schools, was broken through by this arrangement. The responsibility for all kinds of education, except female and technical, were henceforth concentrated in the inspector. The changes have been eminently satisfactory in their working and results. The reduction in size of the circles has made for more thorough inspection, closer control, better co-ordination, and more intimate knowledge of educational requirements. The inspector has been brought more into touch with vernacular education and the many interesting problems connected with it, and has been enabled to acquire more personal knowledge of the district inspecting officers and their work. The assistant inspector, though still mainly occupied with vernacular education, has gained a wider outlook which stands him in good stead, when, as sometimes happens, he has to take the place of the inspector during the latter's absence on leave. The system has worked to the mutual benefit of both officers, producing more effective co-operation, a closer unity of purpose, and a clearer grasp of educational questions. Nor has it come a moment too soon, for the growing expansion of education in all its branches is steadily adding to the burden of work and the complexity of its problems. In particular the provincialization of high schools and, more recently, the provincialization of the district inspecting staff (sanctioned during the current year), apart from other more general causes, are likely to keep the Department fully occupied. Towards the end of the quinquennium a further important modification was made in the work of the assistant inspector. Experience showed that district boards required more Departmental assistance in exercising control over their staff and schools, and that it was desirable to define the assistant inspector's duties in regard to vernacular education somewhat more clearly. It was felt that the assistant inspector could help the boards better by general supervision than by detailed criticism of individual schools. The nature of his work was therefore somewhat changed, and now includes the supervision of the diaries, reports and travelling allowance bills of the subordinate inspecting staff, the inspection of the educational portion of the board's office, the checking of annual proposals relating to teachers, examination of the programmes of expansion, and an annual review of the condition of the vernacular schools as a whole. But though his functions have been more clearly defined, his position has not been radically altered, and he still remains essentially the inspector's assistant; for all communications with the boards pass through the inspector, who makes himself responsible for what he sends on to them.

Special inspectors.

There are certain special subjects in the course of instruction with all of which, on account of their technicalities, an inspector is not usually thoroughly conversant. For such subjects specialist inspectors are a necessity. The proposal to give the divisional inspector expert assistance was one of the recommendations made by the Naini Tal conference and accepted by Government; but for various reasons could not be brought into full operation till

1911. There are now four special inspectors for Sanskrit, Persian and Arabic, science, and drawing and manual training respectively, graded with officers of the Provincial service. Wherever possible they make joint inspections with the divisional inspectors; these however cannot be frequently arranged, and they spend most of their time in visiting schools by themselves. Their reports are sent both to the inspector and the director. The responsibility of the former for the state of secondary education in his division is not weakened by this arrangement, for the duty of taking such action as may be necessary upon the report still rests with him. By this means, aspects of school work, which did not always receive adequate attention, are now better looked into; approved methods of teaching are advocated, teachers stimulated and encouraged, and good work discriminated from bad. Improvements are certainly being effected by the efforts of these officers; but the most important work they have done is to bring to light the real state of tuition in these subjects of instruction. While this was imperfectly known, attempts at improvement were liable to be rather like groping in the dark.

Inspectresses.

Before the last quinquennium closed it had already become a question whether the cadre of inspectresses which had so recently been enlarged would not soon have to be reorganized. Nor did it take much consideration to decide that four inspectresses could not adequately cope with the growing demands of female education. It was accordingly resolved in 1907-8 to increase their number from four to seven and grade them on pay from Rs. 150 to Rs. 250 instead of from Rs. 80 to Rs. 200, bringing the new scale into full operation only according as occasion demanded. The fifth circle was created in the following year, but the last two posts were not filled up till two years later. The increase in the inspecting agency has been accompanied by increased responsibility. Formerly female education came under the purview of the inspectors, who were also indirectly responsible for its administration. The inspectresses referred to them for orders, and returns were prepared in their offices. This was inevitable as inspectresses were only allowed a *muharrir* on Rs. 8 per mensem. It was an unsatisfactory and makeshift arrangement and tolerable only in a stage of imperfect development. Since then educational progress in all directions has made differentiation of functions imperatively necessary, and the appointment of a Chief Inspectress provided the necessary controlling officer for that branch of education. Official relations with the inspectors have been severed, and the circle inspectresses take orders from the Chief Inspectress, a change which incidentally has conduced to greater mutual co-operation. The offices of all have been strengthened in order to enable them to cope with the work and correspondence resulting from their increased administrative functions; and whereas before 1907 only the inspectress of Lucknow visited anglo-vernacular schools, all the circle inspectresses now inspect schools of every type. Each has under her control a number of model girls' schools for which she is solely responsible. The Chief Inspectress mainly directs and organises, confining her inspection to the larger schools and those which for any special reason are in need of it. The Chief Inspectress has no doubt about the advantage of the new arrangements. She writes:—"The development of responsibility and independence has, I think, contributed much to the improvement in the quality of work that has gradually shown itself. It has resulted in much energy and enterprise on the part of the inspectresses, and I would like here to say how much I appreciate the spirit they have shown in their work." In Lucknow the efforts of the Government inspectress are supplemented by an assistant inspectress, who was appointed in 1910 to take charge of the city schools. The experiment has been eminently successful. The Chief Inspectress says that "the constant supervision and help thus provided have brought up the schools to a much better standard both in work and discipline," and thinks that similar appointments in large towns would be very valuable.

District inspecting officers.

The rule that every school shall be inspected at least twice in the year by a district inspecting officer has been in most cases faithfully obeyed. During the last year in particular, since the Department has assumed the virtual control of the inspection of vernacular schools, the reports on this point are very satisfactory. The quality of the actual inspection work, of course, varies considerably according to the ability, the common sense, and the energy of the individual officer, and on such a matter sweeping generalizations must be made with caution. But I am inclined to think that the standard has risen and that intelligent methods of

inspection are more defused than they used to be. Certainly better educational ideals are in vogue and stricter administration is applied. That the average attendance of scholars has steadily risen notwithstanding the fluctuations in their numbers is due to their fearlessness in discounting nominal scholars, checking fictitious entries in the registers, and excluding habitual absentees. Improvement in their work has been especially noticed lately, and is attributed by the inspectors to the support and guidance afforded by the Department. Thus the Inspector of Rohilkhand writes :—

> The work of the district inspecting officers is improving. The submission of tour programmes and diaries has put a stop to the performance of useless journeys, and has caused the officers concerned to tour according to some considered system, while at the same time ensuring an adequate but not excessive amount of time being spent on each school. The submission of reports on middle schools to this office has also led to improvements being made both by the schools and by the inspecting officers, who now feel that their reports are gone through by experts and not read and filed by some member or the Head Clerk of the District Board.

And the Inspector of Kumaun says the same :—"An Inspector is able to exercise more control over the movements and work of the district inspecting officers, now that their diaries and travelling allowance bills have to be submitted to him for remarks before they are passed." The development of vernacular education has made it necessary to strengthen the staff by the appointment of 28 more sub-deputy inspectors. Though their number has risen from 104 to 132 during the quinquennium it cannot be considered adequate even now. On this point the Inspector of Meerut writes thus :—

> It must be confessed however, that in order to get the work finished inspections have to be very much rushed. This is not by any means satisfactory and there is little doubt that extra sub-deputy inspectors are required. There are some schools which ought really to receive extra surprise (sic) inspections but this is very rarely possible. I came across one school, somewhat out of the way on the *kachcha* road where the sub-deputy inspector had held the second inspection and the check examination about a month previously and where practically no work had been done since. The head teacher acknowledged that he had not expected any more inspecting officers for some months. There must be many similar cases.

The Inspector of Kumaun gives a concrete illustration from a particular district. He writes :—"Between them the deputy inspector and the sub-deputy inspector of the Naini Tal district toured for 548 days and made 345 inspections and even then were but barely able to do all that required doing. The addition of one more sub-deputy inspector would enable the whole of the work to be covered in a satisfactory manner, and would reduce somewhat the very great strain on the inspecting staff of the district, whose work is at present peculiarly trying, especially in the Tarai.' If the diffusion of education is accelerated by the new grants, as seems likely, the staff will need to be further strengthened. It is true that the most cardinal need is more and better teachers, but the case quoted by the Inspector of Meerut illustrates the need of effective control as well. In these circumstances it is unfortunate that the inspecting line has been losing popularity, and is ceasing to attract men of good qualifications. Only 28 of the 132 sub-deputy inspectors are graduates, and there are no fully qualified graduates on the approved list of candidates. There are only 32 fully qualified undergraduates on the same list, and teachers seem less inclined than formerly for transfer to this line. Muhammadans especially display reluctance. There are only 21 Muhammadan sub-deputy inspectors and only two at all fitted yet to be on the approved list of candidates for deputy inspectorships. The question of recruitment, therefore, is serious. The change of status from that of district boards' servants to Departmental officers, already alluded to, will no doubt help in a measure to restore the attractiveness of inspection work; but the long bondage to a system under which the dignity of office was hard to maintain, prospects were uncertain and work had too often to be performed in circumstances of inconvenience and discouragement is not likely soon to be forgotten It is to be feared that the inspecting line has gained a bad name from which it will take time to recover. It is not necessary to enter into a detailed description of a system now happily abolished, though its persistence throughout the quinquennium did much to increase the difficulties of the Department. Isolated officially from the Department, to which they had formerly belonged and to which they still felt that they ought to belong, and harassed by a continual sense of insecurity, the district inspecting officers had begun to lose heart and to acquiesce in because they were powerless to remedy, a state of things which inevitably resulted in decline. The Department on the other hand, cut off by rule

from communication with them, was kept in ignorance of the real state of affairs or forced to look on helplessly while financial and other muddles were causing retrogression. The restoration of the district inspecting staff to the Department, has therefore brought a widespread sense of relief. It was indeed high time that the deputy inspector should secure a more dignified position, for inspection work has been steadily growing in complexity and responsibility. Formerly he was not much more than a sort of senior sub-deputy inspector, with little to do but to visit schools and perform certain routine duties. He has now become an important educational officer with a staff of two, three, or sometimes more, officers under him. He is responsible to the chairman of the district board for the proper organization and administration of vernacular instruction and has constantly to advise on the educational policy of the board. These aspects of his work are likely to grow more important as time goes on, and a secure and dignified position is one of the necessary conditions for the proper performance of such duties.

Inspections by members of district boards.

An increasing amount of energy has been displayed in the inspection of schools by members of district boards, but far the larger portion of it stands to the credit of the official members. Such work is a natural corollary of the placing of vernacular education under the administration of the boards, and officials have done much good work in finding out local needs, in discriminating between bad and good schools, in keeping the school masters up to the mark, and checking fictitious entries or the non-registration of scholars. The possibility of an unexpected descent by one of the district officers must always act as a wholesome stimulus to those whose very isolation is a temptation to slackness and indifference; while it is at the same time an encouragement to the industrious to have their labours duly recognized. An ounce of personal knowledge is worth tons of written reports to the school administrator. Such visits also have the effect of arousing the interest of the people. As the Chairman of Cawnpore remarks :—" I look on official and non-official visits to schools as most important, not so much from the natural value of the criticisms recorded, though these often are important, but rather as stimulating an interest and offering encouragement. If villagers see that subdivisional officers and *tahsildars* take no apparent interest in village schools, such observation will undoubtedly induce in them the belief that the school is a negligible institution." Non-officials in some districts have shown commendable activity in this matter, but on the whole they interpret their duty with considerable latitude, and in some places do practically nothing at all. It is said that this apathy is especially characteristic of members who live in villages and who could do so much to help on education. The Inspector of Agra has calculated that if the elected members had carried out the minimum duties required by the rules, their inspections would have numbered 2,126 instead of 614 in his division.

Village committees.

The practice of organizing village committees, which commenced during the previous quinquennium, has been extended, and in some districts they have been formed for all village schools. The objects aimed at in constituting them are not only to arouse local interest in education by focusing it in a permanent body, but also to secure an organ of local opinion and advice with which the district board can deal. It is the hope of those who advocate the plan that a school will come to be regarded as an indispensable part of village life in which the village can take a genuine pride. It was scarcely to be expected that the committees would be an instantaneous success, and in fact they have not been so. In most cases it must be regretfully recorded that they have displayed complete apathy. Sometimes they have been positively mischievous by affording a convenient playground for the faction which seems to exist in every Indian village, and have dragged the teachers into their quarrels. But after all a few years are as nothing in the life of a people, and imported systems of local self-government need time to become acclimatized on Indian soil. Some three years ago the Chairman of Meerut discovered that village committees could at any rate be usefully employed in carrying out repairs, and his example is being followed in other districts. Mr. Pearson, who now occupies his place, remarks :—" As usual it has been found that work undertaken by *zamindars* has been much more successful than work by contractors ;" and the Chairman of Bulandshahr writes :—" In some cases the members have proved that they will work satisfactorily, if gradually trained. I have decided to carry out the annual repairs to school buildings through the committees from the current year."

CHAPTER IV.

Collegiate Education.

The University.

The first half of the decade which has just closed was a period of what may be called without exaggeration epoch-making reform in the history of higher education in India. In the second, which comprises the quinquennium under review, the University has been engaged in the humbler task of adjusting its work to the new order of things. For though the main lines have been laid down once for all, alterations in detail have been rendered necessary by changing circumstances and a fuller and broader life. The work of legislation thereby involved together with an annually increasing burden of administration has kept the University extremely busy in all departments, especially in the Syndicate, and the weakness of a federal University in dealing with administration which requires constant attention and service has incidentally been disclosed. But if the difficulties of carrying on the work among such a scattered body as the Fellows of the Allahabad University are borne in mind, the results which have been accomplished are distinctly creditable.

Widening of the scope of studies.

In the first place, the scope of University studies has been considerably extended. A Faculty of Medicine has been added, in view of the opening of the Medical College at Lucknow. In addition to the task of preparing courses and drafting regulations for the degrees of Bachelor of Medicine and Bachelor of Surgery, it has been necessary to provide transitory regulations to permit of the Medical College commencing work in the session of 1911-1912. The amount of work which the addition of medicine to University courses has imposed upon those who were specially charged with the duty of making arrangements would hardly be believed by any one unacquainted with such matters, and great credit is due to them for having completed their labour so promptly and satisfactorily. The inclusion of Medicine as a subject for a University degree has naturally given fresh stimulus to the study of biology. A special Board of Studies in Biology has been created and it has lately been engaged in drawing up courses up to the degree of M. Sc. Meanwhile, so great has been the development of physics and chemistry that one Board was found insufficient for the needs of both and it has had to be replaced by separate Boards for these two subjects. The University has at the same time developed in another direction on the modern side. Though it was felt that the time was not ripe for the establishment of a degree in commerce, the importance of commerce as a subject of study was generally recognized and a demand for instruction in it had grown up. A beginning had been made in this direction by including commerce among the optional subjects for the School Leaving Certificate examination, but these studies did not go far enough or confer adequate qualifications. The alternatives open were examination by the London Chamber of Commerce or the University. The former was felt to be rather too remote a body to give the necessary direction to studies in India, and accordingly the suggestion of the Universities Commission that the University should do something for commerce was adopted. An examination for a commercial certificate, open to candidates after two years' study in an institution affiliated in commerce, has been established and courses of study and regulations for the conduct of the examination have been drawn up.

Secondly, existing studies have been organised up to higher stages. Thus the M.A. degree can now be taken both in Economics and in Latin, and the necessary courses have been laid down. The degree of Doctor of Letters has been instituted, and has been taken by Mahamahopadhyaya Pandit Ganga Nath Jha. His thesis entitled "The Prabhakara School of Purva Mimansa" has been published as the first volume of a University series. The schemes of studies for various

other examinations have also undergone a good deal of alteration. Perhaps the intermediate course has experienced most transformation. The old distinction between A course and B course for arts and science men respectively has been abolished and replaced by a much greater latitude of choice. Under the new system biology has taken its place among the subjects open to science students, while for the arts students, though a considerable variety is permissible, either classics or mathematics is still compulsory. Two fierce attacks have been made on this arrangement with a view to making neither obligatory, but the adherents of the classics have so far succeeded in warding off their assailants. Again, under the new elective system, as at first constituted, it was found that deductive logic was too light to stand as a subject by itself. The first method adopted for restoring the balance was to combine it with physiology, using the latter as a make-weight. It soon became evident, however, that this neither served any useful educational purpose nor stimulated the proper experimental study of physiology. But the advocates of physiology, having succeeded in introducing it into the courses, were not willing to see it excluded, and at length as a compromise inductive logic was made alternative with physiology. Another battle has raged over what is known as the Persian with Arabic course. A tincture of Arabic was originally infused into the course with a view to making the Persian course equal in difficulty with Sanskrit and Arabic, with which it was contended a pure Persian course was inherently unequal. The friends of Persian were never satisfied with the arrangement. They represented that the mixture was unpopular and that Persian studies were in consequence declining. Ultimately they wore down the opposition to a pure Persian course by their persistence, and it has been left to them to justify their assertion that pure Persian courses equal in difficulty to those in Arabic and Sanskrit can be framed. The only other modifications of any importance are the inclusion of a modern European language, French, German, or Italian among the subjects open to women candidates for the degree of B.A., and the remodelling of the M.A. course in philosophy. The new requirements have necessitated some adjustment of the machinery of the University, among which may be mentioned the modification of the constitution of the Syndicate to secure the representation of the Faculty of Medicine. The August meeting of the Senate is no longer prescribed by regulation, to the relief of the University finances and the convenience of Fellows. Moreover, the new arrangement by which the proposals of the Boards of Studies are circulated to all members of Faculties for consideration in good time, before they come up for discussion in the annual November meeting, has rendered such a meeting of the Senate no further indispensable.

Other changes of importance have been dealt with in the annual reports on public instruction during the quinquennium. It will be sufficient here to mention the following. The degree of Licentiate in Teaching has become a reality and two training colleges are already affiliated up to it. The courses have been thoroughly revised and candidates are invited to qualify in the teaching of special subjects as well as in the general subjects of a secondary school curriculum. Greater facilities have been given for admitting female candidates to the Matriculation examination. The oversight by which schools already recognised could teach any subject prescribed for Matriculation has been repaired by making a rule that separate recognition should be obtained in each specific subject.

Other new departures of considerable importance are the acceptance of the School Leaving Certificate as an equivalent to the Matriculation Certificate; the establishment of a register of students in the interests of inter-collegiate and University discipline; and the formation of a register of graduates for the election of Fellows.

Inspection of colleges.

An avowed purpose of the Universities Commission was to increase the power of the University over the affiliated colleges by making affiliation a reality, instead of what it too often was, a mere form. On their recommendation the new Universities Act enjoined upon the Syndicate the duty of causing every college to be inspected from time to time by one or more competent persons specially authorised for the purpose. Further, a local enquiry was made obligatory, on the result of which affiliation might be granted, renewed or withdrawn in any specific course of study. Both the responsibilities and powers of the Syndicate were by this means potentially much increased. It was necessary to frame special regulations for carrying on the work and to constitute a board of inspectors to

report to the Syndicate upon the work of colleges and make recommendations when necessary in reference thereto. The inspecting board was vested with very responsible functions. The value of inspection clearly depended on the spirit in which it was worked. There were some who suspected evil in what they feared might become a system of meddling or espionage; others disliked it as a new-fangled measure calculated to lower the dignity of University education. All such misgivings have been falsified and no one now, who has had experience of it, doubts the value of the visits of the Board. The appointment of a Board of ten Inspectors rather than of a single officer was a wise move. It was felt that one man was not competent by himself to report satisfactorily on all the various aspects of college work; that there should be room for the representation and participation of different colleges in a work in which they were all interested; that a limited tenure of office would prevent the board becoming the preserve of a clique; and that the advice or recommendations of a Board would carry more weight than those of a single individual. Certain principles were drawn up for the guidance of the Inspectors, the most important of which is to confer with the Principal and staff, and when possible with the governing body of the college also. All the colleges have been inspected at least once during the quinquennium and some two or three times. The work has been done with tact and thoroughness and above all with good will. The colleges have felt that they have been helped as well as criticised, and if the Syndicate has had to apply both the curb and the spur it has resulted in no lasting resentment. The improvements in accommodation, in teaching power and equipment, described below, are not a little due to the efficient way in which this powerful and useful piece of University machinery has been worked. During the five years it has been employed it has done much to tighten the bonds of unity and to raise the standard of work in the affiliated colleges.

Affiliation of colleges.

Since the regulations for the inspection of colleges have been brought into force five colleges have either resigned their affiliation or their affiliation has been withdrawn, *viz.* St. George's College, Mussooree, St. Peter's College, Agra, Philander Smith College, Naini Tal, St. Joseph's College, Naini Tal,and the Boys' Diocesan School, Naini Tal. These are all European schools and were affiliated up to the Intermediate standard only. They ranked as second grade colleges by courtesy, in virtue of collegiate classes, which might or might not contain an occasional student or two, as chance determined. But in order that European students might not be penalised by disaffiliation, it was conceded that special facilities should be given them for appearing as private candidates under section 19 of the Act. In one or two cases affiliation has been granted or renewed provisionally to give time to colleges to put their house in order, but there has been a very satisfactory increase in the number of affiliations to higher standards. Since 1908 five colleges, *viz.* the Muir Central College, Allahabad, the Muhammadan Anglo-Oriental College, Aligarh, Agra College, the Christian College, Allahabad, and the Central Hindu College, Benares, have been deemed qualified to teach economics up to the M. A. standard, and the Allahabad Christian College has been affiliated up to the M. A. in philosophy. The progress of post-graduate study is shown by the rise in the number of candidates for degrees above the B. A. or B. Sc. from 47 to 154. Six colleges are now affiliated up to the B. Sc. standard in biology, while the Muir Central College has been affiliated up to the M. Sc. standard in zoology, the Agra College and the Canning College up to the M. Sc. standard in all scientific subjects but biology, the Central Hindu College up to the same standard in mathematics and the Muhammadan Anglo-Oriental College up to the D. Sc. standard in mathematics. The Allahabad and Jubbulpore Training Colleges have been affiliated for the purposes of the degree of L. T. and the Woodstock College, Mussooree, has grown from a second grade into a first grade Arts College.

Altogether in the United Provinces nine colleges teach up to the M. A. in one or more subjects, five others teach up to the B. A. and six up to the Intermediate in Arts; while in Science two are affiliated up to the D. Sc. standard, four up to the M. Sc., and 9 up to the B. Sc. Some steps have been taken towards recognising research as a function of a University. A Queen-Empress readership has been founded with a sum of Rs. 75,000, received from the Queen Victoria Memorial Fund, for research in science, and a Sadho Lal readership tenable for two years, during which the reader is to deliver twelve lectures on some subject of Sanskrit

or Prakrit study. The first reader appointed is Mahamahopadhyaya Dr. Ganga Nath Jha, Professor of Sanskrit at the Muir College.

The University buildings.

The most striking achievement of the quinquennium remains to be recorded. In future it will be regarded as a curious and remarkable fact, and perhaps symbolical of a somewhat luke-warm attitude towards higher education, that a University with a jurisdiction extending over an area and population second only to that exercised from Calcutta, was content or compelled to have no buildings of its own. Up to date its meetings have been held by kind permission of the authorities in the Muir College, while its offices were located in a hired bungalow till 1907, when it purchased a house and grounds for Rs. 25,000. The University was so poor that the hope of ever providing itself with buildings seemed to be hardly worth entertaining. It was, it is true, carefully hoarding for the purpose certain grants it had received from the Imperial and Local Governments, but they were comparatively speaking so insignificant that they brought the project no nearer realization than if they did not exist. So things might have remained until the Greek Kalends, when the Chancellor turned his attention to the subject. At once a formless scheme took shape, and in his hands matured with extraordinary rapidity. A building sub-committee was formed which discussed the whole subject, both in its architectural and financial aspects, and submitted its views to the Chancellor. Though a very formidable enterprise was presented to him he viewed it undismayed. It was decided to ask Sir Swinton Jacob to prepare plans for three blocks, *viz.* a Senate Hall, a Law College, and a Library. By November of the same year the preliminary drawings were ready and after slight modifications were finally approved in February 1910. Meantime the Chancellor had laid the foundation stone of the Senate Hall. In the course of his address on that occasion he promised the substantial help of his Government and invited the public to subscribe. The total cost of the undertaking was estimated at Rs. 10,36,961. Towards this the University had in deposit Rs. 1,16,369-7-8, which it supplemented with Rs. 34,000 from the reserve fund, and a lakh originally granted by the Local Government for its Law College. Government, true to its promise, has contributed Rs. 2,05,000 in addition, and the public has responded handsomely to the Chancellor's appeal by subscribing Rs. 3,70,226. The total at present available for building purposes is reported by the Registrar to be Rs. 8,44,205-13-10, a sum sufficient to complete the Senate Hall and Law College buildings. And now there is a prospect that the Government of India will provide the money necessary to erect the University Library. Meanwhile, the main block or Senate Hall has been completed, and has been opened by the Chancellor on August 3rd, 1912. It was the last public act of Sir John Hewett's administration, and all must rejoice that he was able to see the fruits of his labour and initiative before laying down office. The structure is pre-eminently his monument among many memorials of his services to the cause of education.

New movements.

Events have moved rapidly in Indian education, and not least in its higher spheres during recent years. Only a decade ago the Universities Commission recommended that the question of creating new Universities should be postponed until the changes it proposed in existing Universities had been tested by experience. Some five or six years constitute a very brief term of experience in which to apply the test; but already new phenomena have begun to appear on the educational horizon. The territorial principle appears likely to be crossed by different principles, and proposals are in the air for carving out of the Allahabad University two 'teaching' and 'denominational' Universities. With the denominational principle the Allahabad University can have no concern, but thanks to the promise of grants of Rs. 45,000 recurring and three lakhs non-recurring by the Government of India, there is a scheme being formulated to extend its teaching functions beyond that which it already discharges in connection with the University School of Law. Meanwhile it may fairly be claimed that the Allahabad University has striven to become, so far as a federal University can become, a beacon of light to its affiliated colleges and a centre and focus of their corporate life. Whatever the future may bring, its ideal must be still the same. In the words of the Chancellor "It has always been the aim of the Allahabad University to maintain a high standard. If then other Universities with other aims come into existence, the duty of the Allahabad University is clear. It must be true to its tradition."

The Chancellor.

The office of Chancellor was held during the whole period of the quinquennium by His Honour Sir John Prescott Hewett, G.C.S.I., except during two periods from 30th April to 19th October 1910 and from April 1911 to December 1911 respectively, when it was held by His Honour Sir Leslie Selim Porter, K.C.S.I. Sir John Hewett delivered a memorable address as Chancellor during his first year of office, which did much to stimulate reform, and the latter in his second term of office also addressed the Fellows in convocation and gave much good advice.

Vice-Chancellor.

The office of Vice-Chancellor has been held successively by the Hon'ble Rai Sundar Lal Bahadur, C.I.E., LL. D., until January 1908, when his term expired by efflux of time; by the Hon'ble Mr. Justice R. S. Aikman, M.A., LL.D., until January 1909, when he resigned in view of his impending retirement; and by the Hon'ble Sir Henry Richards, K. C., for the rest of the quinquennium. To all these gentlemen the University is much indebted for the time and care they have devoted to promoting the interests of the University.

Registrarship.

The duties of the Registrar were temporarily performed by Mr. Jennings, Principal of the Muir Central College, in addition to his own duties until 15th July 1907, from which date until the 19th February 1908, Mr. W. K. Porter, Barrister-at-Law, officiated. Mr. A. E. Pierpoint, B. Sc., who had been appointed Registrar in succession to Dr. G. Thibaut, C.I.E., then held charge, until he proceeded on leave in February 1909. The Rev. Dr. A. H. Ewing officiated until his return from leave in October. Mr. Pierpoint, however, was compelled to resign in the following month owing to ill-health. In April 1910, Mr. M. G. V. Cole, M. A., Principal of the Khalsa College, Amritsar, was appointed and has held charge continuously for the rest of the quinquennium. The Registrar's term of office has been extended from three to five years and the pay of the post has been raised to Rs. 700 rising by annual increments of Rs. 50 to Rs. 1,000, towards which Government contributes Rs. 200 a month from provincial revenues.

Honours to members of the University.

Last year the honorary degree of Doctor of Letters was conferred on Mr. A. Venis, Principal of Queen's College, and of Doctor of Laws on the Hon'ble Sir George Knox and Rai Bahadur Pandit Sundar Lal. Government recognised the claims of learning by granting the distinction of C. I. E. to Dr. Venis and of Mahamahopadhyaya to Dr. Ganga Nath Jha. The bestowal of these honours was much appreciated in educational circles.

Losses by death or resignation.

The death of Sir Alfred Comyns Lyall, K.C.B., K.C.I.E., in 1911, removed from the list of Honorary Fellows of the University one of its most distinguished names. Though many years have passed since he filled the office of Chancellor of the University the honour of claiming him among those who have held the position and gratitude for the help he rendered it by sage advice and counsel in its early days still "keeps his memory green." Amongst losses by death or resignation of Ordinary Fellows the University has been peculiarly unfortunate in being deprived of three who as Sanskritists had earned great distinction. In 1907 Dr. G. Thibaut, C.I.E., severed his long and honourable connection with the University in order to take up the office of Registrar of the Calcutta University; in 1911 Mahamahopadhyaya Pandit Aditya Ram Bhattacharya who had been an active worker and a keen debater for many years was forced through failing health to retire; and later in the same year the death of Mahamahopadhyaya Pandit Sudhakar Dwivedi deprived the University and learning alike of an unrivalled scholar. Other losses there have been but none perhaps quite so irreparable as these.

Income and Expenditure.

The University has successfully managed to pay its way throughout the quinquennium, in spite of its increasing responsibilities. Liberal grants from Government, interest on invested funds, and increased sums realised in fees have added considerably to its income. But the shadow of debt is once again looming over it. The total income available for ordinary expenditure was last year slightly exceeded by the expenditure, the figures being Rs. 1,66,510-9-0 and Rs. 1,68,749,-15-11 (including Rs. 40,000 invested in reserve funds) respectively. Examination fees, the chief source of income, have risen during the quinquennium from Rs. 66,326 to Rs. 1,09,902, but the gain is discounted by the introduction of new examinations and the growing popularity of higher examinations which are not self-supporting. The financial outlook is not hopeful, for the interest on accumulated funds, which has been a useful stand-by in

recent years, will come to an end, when the University buildings are completed; and the upkeep of its buildings and grounds, the inevitable increase in the staff and establishment will at the same time involve a heavier expenditure.

Arts Colleges.

Numbers in colleges.

The number of students exclusive of the few reading in small European classes attached to European schools rose during the quinquennium from 2,202 to 3,299, which shows an increase of 50 per cent. But the effects of famine and epidemic diseases can be traced even in higher education, for the rise has not been steady, the larger part of the increase having occurred in the first and last years of the quinquennium. The average enrolment of a college has grown from 137 to 206. The figure is a striking indication of the degree to which the resources of the colleges have been taxed to make adequate provision for the accommodation and the instruction of their students. The annual reports have given ample illustration of the difficulties experienced and of the efforts to overcome them. It has been necessary to exercise strict vigilance to prevent the lowering of standards, which is the natural consequence of the congestion of classes. Sometimes, under the pressure of necessity, evasions have occurred and have had to be tolerated for the time being; but the colleges generally have loyally supported the Syndicate and have displayed a steadfast determination, in the face of much temptation, to hold by sound principles. But there is a limit to the elasticity alike of buildings, staffs and resources, and it is a question whether the average enrolment is any longer susceptible of expansion. This is a problem of the near future, for the seekers after higher education continue to swell their numbers. It is however gratifying to learn that one source of trouble is diminishing. A Principal writes:—"The roving failure who samples college after college, in the hope of finding one which can push him through seems to be on the decrease, whether his hopes have been realised or have given place to despair." But the following figures show that the genuine student is multiplying alarmingly fast. In Agra College the numbers have grown in five years from 187 to 324; in the Muir College from 303 to 395; and in the M. A.-O. College, Aligarh, from 409 to 610. Many more instances might be quoted. The growth of collegiate education is best seen by looking back further than five years, and is very strikingly illustrated by the tenfold increase at St. John's College, Agra, from 29 in 1890 to 290 in 1912. The time cannot be far distant when it will have to be seriously considered what limit of expansion can be reached before a college ceases to be a college with an organic life of its own and begins to be a mere congeries of classes and lecture-rooms. The neglect of this consideration has led elsewhere to serious inconvenience, and brought University life into disrepute; but fortunately ideas and influences are now at work which are calculated to prevent any repetition of the mischief.

Expenditure.
(*Vide* General Table IV.)

The total expenditure has risen from Rs. 5,20,831 to Rs. 8,56,683, nearly 2¼ lakhs of the increase having taken place in the last two years. The largest share of the expense has been borne by the Government, which contributed Rs. 3,19,464 from provincial revenues as against Rs. 1,90,930 five years ago. The amount given in grants-in-aid to colleges has nearly doubled whilst the cost to Government of the State Colleges has risen from Rs. 1,19,182 to Rs. 1,83,154. The contributions from other sources have risen by nearly a lakh from Rs. 1,84,219 to Rs. 2,83,066. The lowest share of the contribution comes from fees, but the increase in numbers has swelled the total from this source by nearly a lakh, from Rs. 1,39,296 to Rs. 2,31,860. The average cost per student in all colleges taken together has increased from Rs. 247 to Rs. 264; but the proportion which is paid by fees remains the same, namely 27 per cent. The average cost per scholar in State, aided, and unaided colleges is now Rs. 454, Rs. 255, and Rs. 154 as compared with Rs. 379, Rs. 230, and Rs. 169 five years ago.

Buildings and accommodation.

The Universities Commission affirmed it to be one of the duties of the Syndicate "to ensure that the affiliated colleges are decently and suitably housed", and it recommended that "colleges and their surroundings should be made more dignified and more attractive." The list of new buildings and extensions that have been made during the quinquennium shows that these aims have been kept steadily in view. The Meerut and the Canning Colleges have entirely new buildings. The transformation of the latter has been especially noteworthy.

With the completion at a cost of something like eight lakhs of its hostel, its main building, its laboratories, and its library, it is now one of the finest groups of collegiate buildings in India. A fine biological labaratory forms a separate block at the Muir College; a new main building at the Christian College, Allahabad, provides an adequate supply of lecture rooms; Bareilly has added a lecture-room and two common-rooms; and the Queen's College has fitted up a new laboratory. Large extensions to existing buildings have been made at the Muir College, the Agra College and the Central Hindu College. St. John's College, Agra, has made some progress with an ambitious scheme which, when realised, will make it one of the best accommodated in North India. But it is on the scientific side that development has been most extensive. The impulse has been given partly by the introduction of more practical work in preparation for science degrees, partly by the greater popularity of natural science and partly by the stimulus to science studies resulting from the foundation of the Medical College. All the colleges affiliated up to the B. Sc. standard have either new laboratories or have extended their old ones. Not only has it been necessary to provide separate laboratories for physics and chemistry, but the rules limiting the size of classes for practical work, backed by the influence of the Board of Inspectors and the Syndicate, have compelled the colleges to make the accommodation sufficient and the equipment adequate. The popularity of biology is almost embarrassing and strenuous efforts have been made to meet it. The best equipped colleges in the subject are the Muir College, the Agra College, and the Canning College, but three others have qualified for affiliation up to the B. Sc. standard. Only at Aligarh is progress not reported, despite a grant of Rs. 80,000 for effecting improvements in the college. Grants from the State during the quinquennium reach the enormous figure of Rs. 3,99,090, but private liberality also has not been wanting. Altogether the record of work done is highly creditable, and when the schemes which have been projected are realised, it may fairly be claimed that the affiliated colleges are on the whole 'decently' and some of them very handsomely housed.

The staff.

From whatever point of view we regard a University, whether in its teaching function as an institution for imparting higher education, or as a research institute for the advancement of knowledge, or as a machine for turning out men, the teaching staff is the primary consideration. The finding of the right men in sufficient numbers is a difficult problem everywhere, but it is beset with special difficulties in the case of Indian colleges, and it is doubtful whether the colleges have always succeeded in obtaining a supply of teachers commensurate in quality and quantity with their ever-increasing requirements. The flowing tide of students, the higher conceptions of efficiency, the growing complexity of college life, the development of higher studies—all these have contributed to intensify the demand. But endowments for professorial chairs have not much appealed to wealthy Indian philanthropists as a way in which to benefit the country. The resources of the affiliated colleges have been sorely taxed to meet the cost of additions to their staff and they have sometimes fixed the salaries perilously low. There can be no doubt that efficiency is impaired when in order to make provision for the teaching of extra subjects salaries are kept down. On the salaries offered colleges are finding it increasingly difficult to retain young men of promise. It is time that some of them realised that a few subjects well taught by a capable and contented staff are preferable to several taught indifferently. Something has been done to check this tendency by the Board of Inspection, whose function it is to see that "the teaching staff must," to use the words of the Universities Commission, "be adequate to the courses of study to be undertaken." In discharging this function the Inspectors not only advise the colleges in what respects they are deficient, but provide the Syndicate with information for deciding questions of affiliation or disaffiliation. This double function is all the more important, now that affiliation is granted or renewed or withdrawn, not in general terms, but with particular reference to separate subjects of study. Other instruments of great efficacy, inasmuch as they provide definite tests of fitness, have been the rule of the Syndicate requiring professors engaged in post-graduate work ordinarily to teach only one subject instead of two or three, and the restriction of classes within well-defined limits. On the whole there has been a satisfactory response to the demands made upon the colleges, and where the reformation has come slowly or not at all, it has been due rather to want of power than to want of will. Government itself

has had to increase the staffs of its colleges to meet the demands of the University and during the quinquennium three new posts in the Indian Educational Service, three in the Provincial Service, and one in the Subordinate Service have been created, and additional demonstrators in science have been supplied.

But the annual reports of Principals supply evidence of the strong need for still more professors and lecturers. Thus the Principal of Christ Church College, Cawnpore, says :—" Steps are being taken to procure an additional professor—one is certainly necessary. As things are, several lecturers are somewhat overburdened." Another principal, while claiming that his college " may be said to be fairly efficient ", nevertheless says : " so acute is the pressure on the teaching that I have almost made up my mind to engage another lecturer and trust to Providence to provide the needed salary in increasing fees." Aligarh, too, provides a conspicuous object-lesson of the difficulties caused by understaffing. It is far the largest college in the University and it is the confident hope of its supporters that it is about to blossom into a new and better type of University. Commenting on the examination results, the Principal remarks:—

> Considering the size of most classes, the unsuitability of many of our lecture rooms, and the general pressure on the small staff, these results are encouraging. Better figures could be obtained if the conditions of work were more favourable, but, so long as education wholesale is the requirement and our facilities remain only what they are, it is doubtful whether great improvement is to be expected. One other point is to be considered in this connection. In the opinion of most observers we have rightly paid attention to higher work. But this class of teaching involves far more time in proportion to numbers taught than is wanted for junior classes. But it is not as if the duties of the staff were confined to teaching, for there are so many extra duties in connection with the tutorial system and such varied forms of activity that every increase in numbers seems to bring a more than proportionate increase of work.

These remarks illustrate the ever-present difficulties confronting those responsible for higher education in India.

Libraries.

Five years ago the provision of good libraries, one of the criteria set up by the Universities Commission for determining the adequacy of the provision for teaching, was said to belong mainly to the future. Without them, it is certainly impossible for a college to realise itself as a place of learning or for the student to turn from the cramming of lecture notes to intelligent and independent reading, and their necessity is intensified by the growth of postgraduate study. During the quinquennium there has been a clearer recognition of this fact and things are now on a much better footing. Notable additions to the libraries have been made at Agra College, Ramsay College, Meerut College, Reid Christian College, Christ Church College and Central Hindu College; while Canning College has already and St. John's College is shortly to have good library accommodation. There is, of course, no finality in such a matter, but it is satisfactory to read that Meerut College is " fairly well off for a B. A. College; books are now properly kept in good almirahs in a very fine room ", and that Agra College which has recently spent Rs. 10,000 on books has a library " which may now be described as adequately supplied with standard works in the subjects which we undertake to teach." The library at Aligarh, which contains 10,630 books, has grown to such dimensions that " more book space is most urgently needed", and the appointment of a whole-time trained librarian is advocated as the only satisfactory arrangement. The usefulness of the Muir College library also has been much enhanced by thorough overhauling and the preparation of a new catalogue by Professor Stewart, who has devoted a great deal of his spare time to the matter. The value of the library as a factor in the intellectual life of a college has not always received due recognition. It is highly satisfactory therefore to learn that students are making better use of the larger opportunities for reading provided for them.

Residences.

The provision of staff residences has made very fair progress. At the Muir College free houses are now provided for the Principal and two professors in proximity to the college, and at Queen's College one of the professors has been provided with a house in the college grounds. Allahabad Christian College, which already had many members of its staff resident in its spacious compound, has provided residences for four Indian professors also. At the Canning College houses have been built for the Principal and two senior professors and for the hostel superintendent. At St. John's College, Agra, we are told the hostels provide ample accommodation for resident European wardens. Steps are being taken to provide

a house for the English professor at Bareilly, as a result of five years' effort, and it is also proposed to provide houses for the Indian professors as well. The superintendent of the hostel has already been supplied with one. The M. A.-O. College, Aligarh, has always prided itself, and with justice, upon its residential arrangements and the close personal contact between staff and students. It is therefore disappointing to learn that it has not been able to keep pace with increasing requirements. Accommodation for professors there is said to be " sadly deficient."

Hostels.

The popularity and success of the hostel system in the Allahabad University is well known, and the close of the quinquennium saw it more popular, more firmly established, and more highly organised. In the period the number of male students residing in hostels increased from 1,060 to 1,646 or by over 50 per cent. If we compare the numbers for a decade we find that they have almost trebled themselves. A few figures may be given in illustration of the extent to which the system prevails in some centres. Meerut College with 91 boarders out of 173 fairly represents the average; but this is greatly exceeded at the Muir College, which has 233 out of 395 in hostels. Aligarh has no less than 531 out of its 610 in residence; St. John's has accommodation for 130 out of 290 and will soon have more; whilst its neighbour, the Agra College, is planning to extend its accommodation so as to take in 300. Several colleges are thus not very far removed from residential institutions. When it is remembered that many students are living at home or with relatives, the progress made is eminently satisfactory. So greatly is the hostel system appreciated that it is not uncommon for a parent to send his son to a hostel instead of letting him live with him in the town. In these days of movements for 'teaching' and 'residential' universities, it is worth while to place on record what has been accomplished in the direction of a residential system by a 'federal' University. These results have not been achieved without the most strenuous efforts and very liberal private and public expenditure. In the five years just elapsed new hostels have been built or existing ones have been extended at both the Agra Colleges, the Reid Christan College, the Oxford and Cambridge Hostel, the Allahabad Christian College, the Central Hindu College, the Muir College, the Canning College, and at Aligarh, and the process is still going on. Nor has progress taken place merely in numbers. The nature of the accommodation provided is more suitable. The tendency is to provide separate rooms for each student, to build the hostels in separate blocks each under a separate superintendent or warden, to make them capable of being effectually closed at night, and to provide them with playgrounds. Moreover, greater care is taken to place them in charge of superintendents of good social standing. The picture drawn of hostel life by an inmate, to which reference was made in the last quinquennial report, does not represent things as they are now anywhere in these provinces, and there have been no grave disturbances of academic life such as gave cause for anxiety in the closing year of the last quinquennium. Hostels have generally become places of well disciplined life and of wholesome activity of mind and body.

Recreation.

Descriptions of the Indian undergraduate that used to pass current some years ago might have led strangers to imagine that he was a kind of human tadpole, all head and no body. If he ever did answer to such a description, he certainly does not do so now. Never was a greater variety of games played, nor played with so much keenness and as a rule in such a spirit of healthy rivalry. Nor are games played vicariously by picked teams only. Far more students now take part in them. The Principal of St. John's College writes:—" a most encouraging feature of the year's games has been the amount of play by students outside the charmed circle of the first elevens. We have always felt in this college that the mere production of a good first team by no means exhausts the objects of athletics. There is real keenness among the beginners." The Principal of the Agra College also writes:—" What is more important however than winning matches is that the students as a body should be provided with opportunities for healthy exercise, and I am glad to be able to report that almost all our boarders play tennis." On the playing field the presence and influence of the staff always has of course a wholesome and encouraging effect.

Games, however, are not the only means of bringing students together out of lecture hours. The list of college societies would be a very long one. Practically every college has a literary or debating society of some sort, and some have

quite a large number. Aligarh with no less than twelve clubs or societies of this character appears to be the richest. As one reads the accounts of the activities of some colleges a feeling of wonder arises as to how time can be found for so much intellectual life in addition to ordinary college work and recreation.

Oriental Colleges and Classes.

(*Vide* General Table III.)

Though oriental studies can hardly be called either popular or flourishing in arts colleges, they have made further advances in purely oriental institutions during the quinquennium. The number has increased from 8 to 16, and the enrolment from 827 to 1,332. In a decade the number of scholars has almost trebled. The increase has taken place entirely in aided institutions. This class now includes the Dar-ul-Ulum, Lucknow, which with the assistance of a liberal grant from Government has been enabled to strengthen its staff and reorganise its teaching so as to combine the prosecution of secular studies with the traditional theological curriculum. Government has also given it a fine site and the Bhawalpur State half a lakh of rupees for a new building. The departure implies a somewhat revolutionary change in the aims and methods of the college; but it has been in operation too short a time to permit an estimate of its success. The other institutions included in the aided list are Sanskrit Pathshalas, which are showing distinct signs of revival. The total expenditure has risen from Rs. 33,001 to Rs. 46,464, of which Rs. 27,980 comes from provincial revenues and Rs. 18,219 from other sources.

(*Vide* General Table IV.)

The premier Sanskrit institution, the Sanskrit College, Benares, is now not only the chief centre of the ancient type of learning, for which it retains its prestige undiminished, but has also developed the critical study of Sanskrit, Pali and Prakrit on the lines of western scholarship. It owes this development to the Sadho Lal foundation, and the presence of eminent European orientalists on the Queen's College staff. One of the Sadho Lal scholars was awarded a State scholarship for pursuing his studies in Europe and he has justified his selection by his success at Cambridge. The Saraswati Bhavana, founded in memory of the Royal visit to the college in 1906, is now completed and will provide handsome and ample accommodation for the valuable Sanskrit library. But not only have the teaching functions of the college been developed; it has also widely extended its influence by the reorganization of the college examinations in 1908. Up till that year they were organised as purely internal examinations, and formed part of the ordinary work of the staff. It was then decided to transform them into public examinations, conducted by a paid Registrar, and to levy a small fee. The first measure met with popular support, but the second gave rise to protests and gloomy predictions of decline in Sanskrit learning. Events proved that these were entirely groundless. The fees were paid readily and the examination immediately proved a great success. In three years the number of candidates has more than doubled, having increased from 948 to 1,922, and it is expected to rise still higher. At the sixteen centres for the last examination 216 *Pathshalas* in the United Provinces and 49 situated in the Punjab, Gujrat, Bombay, Rajputana, Central India, the Central Provinces, Behar and Nepal were represented. The candidates for the Acharya, Madhyama and Prathama have risen from 128, 399 and 421 to 232, 804 and 886 respectively. The excellent work of this home of learning, combining so happily the East and the West, the old and the new, was unanimously acknowledged by the Simla Oriental Conference.

Persian and Arabic studies are not very flourishing in institutions of the old type such as the Chashmai-rahmat, the Mazhar-ul-Ulum and the Oriental department at Mirzapur. They suffer both for want of support and because they seem to lead nowhere. It has long been a problem how to put new life into them. A special committee was appointed by Government two years ago to consider how these studies might be placed on a better footing, but so far all efforts after improvement have been unavailing. The study of Arabic at the Muhammadan Anglo-Oriental College, Aligarh, subsidised by Government, has continued on the same lines under the scholarly direction of Dr. Horovitz. One of its post graduate students was recently awarded the State scholarship for pursuing his studies in Europe.

FAZIL AND MULLA EXAMINATIONS.

The paucity of candidates appearing in these two Departmental examinations is an index of the stagnation of Arabic and Persian studies in oriental institutions of the old style. It was commonly believed that the competition of the oriental department of the Punjab University was keeping down the numbers before the passing of the Universities Act; but the abolition of the competition has produced no appreciable difference. There was a larger field last year, but even so only 8 appeared for the Fazil and only 29 for the Mulla; five passed the former and seventeen the latter. There is evidently little demand for such qualifications.

COLLEGES FOR PROFESSIONAL TRAINING.

Law school and classes. (*Vide* General Table III.)

The number of law classes is now five as against six in 1906-07, but the number of students has increased from 307 to 559. By far the most important is the University Law College at Allahabad, which was started in July 1907 in accordance with the recommendations of the Universities Commission. As the figures show, it has not had the effect of extinguishing all the other classes and thereby centralising the study of law. But classes formerly held at Canning College and Bareilly College have been closed; another at St. John's College, Agra, is to be closed shortly. The University Law College already contains considerably over half of the whole number of students. But though there has been a centralising tendency in progress, complete concentration is out of the question, so long as the Law College possesses no proper habitation. The second centre in importance is the class at Agra, where the numbers rose during the year from 72 to 127. During the quinquennium the numbers in the University school have risen steadily from 133 to 304. It includes students from Bengal, Bombay, and the Punjab, but the bulk naturally come from the Central and the United Provinces. Some difficulty was experienced in finding a principal, during which time Mr. R. K. Sorabji, M.A., Barrister-at-law, officiated, but ultimately Mr. Charles Weir, B.A., LL.D. (Dublin), Barrister-at-Law (King's Inn, Dublin), was appointed, and began work in January 1911. He is assisted by a professor and two assistant professors. A class of more than 200 students is unfortunately not uncommon. Work has to be carried on under difficulties, as the lecture rooms of the Muir College, which have been lent to it, are unsuitable for such large classes and can only be occupied by it out of ordinary college hours. The class will be adequately accommodated when the Senate Hall is made available for them. But in spite of all drawbacks the examination results have been uniformly good. Pending the erection of a law hostel, for which plans have been prepared, resident students have been accommodated in two rented bungalows, while a third is used for the office and library. The library now consists of 1,284 volumes, and receives from Government the annual grant of Rs. 300, which was formerly given to the old Muir College law classes for the purchase of law books. During the last year the library has received grants amounting to Rs. 16,300. Under the hospitable roof of the Muir College, the law school has grown and prospered, but it may confidently look forward to a larger growth in the near future in a handsome and ample home of its own.

THOMASON ENGINEERING COLLEGE, ROORKEE.

Apart from the Civil Engineering side of its work, which it has pursued with its accustomed success, the history of the Thomason College at Roorkee during the quinquennium has two main aspects. In the first place, the expansion scheme was completed which had been undertaken in order to realise the ideal thus set forth by Lord (then Sir Antony) MacDonnell: "to develop this college into a technical institute for the province, which shall control, stimulate, and inspire technical teaching of all kinds." In the second place, efforts have been made to carry out the scheme recommended by the Industrial Conference of making the college the engineering branch of the Provincial Technological Institute. The expansion scheme has resulted in an invaluable addition to the equipment and efficiency of the College. It includes a water supply, extension of workshops, increase of power, new chemical and electrical laboratories, new photo-mechanical rooms, and an electric installation for light and fans. Accommodation has also been increased by the provision of barracks for the technical classes, the native upper subordinate class, and the European engineer class. In 1909 all the buildings sanctioned under the scheme were finished and were formally

opened by Sir John Hewett in October of the same year. A professor of mechanical engineering and a subordinate staff were appointed in 1910, and the new engineering laboratory has been constructed and equipped. The Principal reports that syllabuses of the courses have been prepared, and that four students were undergoing courses of instruction in electrical and mechanical engineering. Meanwhile it has been necessary to reorganise the college on its technical side. The technical class, which had been founded in 1906 and had proved unsatisfactory, was abolished and replaced in 1909 by a department of technology. It was intended to attract a higher grade of students than those who joined the mechanical apprentice class, more particularly those who had business connections and were destined to be managers or employers of labour. No candidates, however, were forthcoming, and it was decided in the following year to reorganise the department into three divisions: the higher division comprising two sections, electrical and mechanical engineering and textile work; the lower division absorbing the mechanical apprentice class; and the third division the automobile driver class. Steps were taken to make the department more widely known; educational qualifications for admission were made more elastic; and the system of nomination was changed. The engineering section of the higher division has not so far attracted quite the class intended, but it must be given time to show whether it has a future before it. The fortunes of the textile section must now be described. It was intended to train relatives of capitalists and manufacturers so that they would be competent on the technical as well as on the business side of their trades. A whole-time cotton instructor was appointed in 1909 and the necessary plant provided. But it has been difficult to get qualified students. Twelve candidates applied for admission, but as none possessed all the necessary qualifications, they were admitted on probation. After three months six were removed as unsuitable, and at the end of two years there were no students left and the instructor resigned. It was accordingly decided not to fill up his post until it was known whether students would come forward. Meanwhile in order to make the courses complete and more attractive in the cotton section, proposals have been under consideration for establishing instruction in weaving, bleaching and dying as well as in spinning. The new building for the cotton spinning machinery is well in hand. The first experiences, then, of the higher side of technology have not been very encouraging, owing to the reluctance or inability of the class which it was proposed to benefit to take advantage of the opportunities offered. Nor has the shyness of recruits yet been overcome, for in his last report the Principal remarks that it had not been found necessary to hold an entrance examination for the higher division of the department. The lower division or mechanical apprentice class has been more successful, and its syllabus and time-table have been revised with a view to raising the standard. The automobile class is shortly to be closed in view of the decision to open one at the Industrial School, Lucknow. Another class in the college which has been abolished is the draftsman and computor class, because it did not attract properly qualified men.

On its administrative side the college has also been reorganised. The College Council, which had fallen into abeyance, has been revised and a sub-committee consisting of the professors in charge of the various departments has been formed into a Board of Studies. The Principal reports that "this Board met eight times during the year and rendered valuable assistance in connection with the questions affecting the educational work of the college." The syllabuses have been overhauled and brought up to date, and the session has been divided into two terms, instead of three, the marks and examinations being adjusted accordingly. At the instance of the Board of Management an elementary course in sanitary engineering for the lower subordinate class has been introduced. The first quinquennial visit of the Board of Inspectors took place in November and their report is now before Government. The photo-mechanical and lithographic department, which is not strictly a part of the educational work of the college has much developed its business during the quinquennium. The photo-engraving sections have been enlarged and the lithographic and drawing departments have been strengthened by the transfer to it of the mapping establishment of the Board of Revenue. The whole department has been continuously busy, especially in the last year, during which it printed about 50,000 plans and maps for the Delhi

Darbar. Much work was done for the Forest and other departments ; and among recent productions a large map of the United Provinces and that useful work, the United Provinces Motor Guide, may be specially mentioned. Some progress has been made in improving the staff accommodation. A site at Malikpur has been acquired and prepared, certain Indian masters' quarters have been improved, and demonstrators' quarters have been completed. Apart from class work, the college is full of life. The volunteer has uniformly done well, and games of all kinds and athletic sports have been cultivated with keenness and assiduity. Two new outrigged fours from Oxford should, as the Principal remarks, give a further impetus to rowing. The health and conduct of the students has been satisfactory. At the Allahabad Exhibition the College organised a special court of its own which was full of interesting exhibits of its work and its relations with the world of industry.

King George's Medical College, Lucknow.

A brief account of the events culminating in the laying of the foundation stone of the Medical College, Lucknow, by His Majesty, then His Royal Highness the Prince of Wales, on December 26th, 1905, was given in the last quinquennial report. Since that time a vast amount of work has had to be done in designing, planning, erecting, fitting up the buildings, drawing up the courses of study, and working out the relations of the College to the University. The College, however, was finished in the last year of the quinquennium which has just closed, and was formally opened by Sir John Hewett on January 25th, 1912. On that occasion he made the announcement that the title of the institution by gracious permission of His Imperial Majesty would henceforth be King George's Medical College and the Queen Mary's Hospital. The College is conveniently situated outside but near the city of Lucknow on an admirable site, and consists of an ornate and massive group of buildings designed by Sir Swinton Jacob, K.C.S.I., in the Indo-Saracenic style, so as to be in keeping with its architectural surroundings. The buildings are divided into three groups. First, the college group comprises the College main building, the anatomical block, the physiological block and the medico-legal mortuary. Secondly, the residential group consists of two hostels with accommodation for 200 students, bungalows for the principal and professors, quarters for the subordinate medical officers, and a block of twenty-four nurses' quarters. Thirdly, the hospital group contains the main hospital block with two wards on the wings, an out-patients' dispensary, two cottage wards and a separation ward. Altogether it provides 232 beds for patients. The internal equipment and arrangements of both college and hospital have been carried out in consultation with the best medical authorities, and no expense has been spared to make them of the most up-to-date style. As it stands to-day, the college is an institution of which the Provinces may well be proud and bids fair to become what its subscribers and promotors wished it to be, "the best in the East." The first session began on October 16th, 1911, with 32 students, 30 men and 2 women, including one M.Sc., twelve B.Sc's. and 17 who have passed the Intermediate examination in science. Two lady students were admitted under special exemption.

CHAPTER V.

SECONDARY EDUCATION.

Schools and scholars.

The number of secondary schools for Indian boys has risen from 517 to 545, there being now 8 more high schools, 15 fewer English middle schools, and 35 more vernacular middle schools.

English schools.

The number of anglo-vernacular high schools has risen from 94 to 102, the increase being due to the raising of the Cantonment Anglo-Vernacular School, Meerut, the Harish Chandra School, Benares, the Colvin School, Mahmudabad, the Mainpuri Government School, and the Eastern and Western Inglis Memorial Schools, Bareilly, to the high standard, and the foundation of the following six new schools, *viz.*, the Nanak Chand High School, Meerut, the Shiam Sunder Memorial High School, Chandausi, the Gorakhpur High School, the Deoria High School and the Hewett Kshattriya High School, Benares. There are 47 Government, 45 aided, and 9 unaided high schools. The total number of scholars in secondary English schools has risen from 31,838 to 42,611, that is, by 34 per cent. In the high stage the numbers have increased from 4,245 to 6,384 and in the middle stage from 13,390 to 21,631. In the primary stage the numbers have increased from 14,223 to 14,596, notwithstanding the separation of lower primary and preparatory classes from several high schools in accordance with the policy recommended by Government. It will be observed that the proportion in the high stage to the total enrolment has risen. It indicates that comparatively more boys are completing their school education, and that there is less wastage at the middle stage. Taken as a whole the figures are a telling index of the difficulties experienced by school authorities in providing without loss of efficiency for the crowds of new scholars.

English middle schools.

The number of English middle schools shows a further decrease from 83 to 68. Some have developed into high schools, others have declined to the primary standard, some have disappeared, some no longer enjoy recognition, one has been classified as an industrial school, and three unaided schools, which have ceased to conform to the prescribed standards, have been transferred from the list of public to private institutions. This decrease in schools however has been accompanied by an increase in the number of scholars from 8,864 to 10,284. Forty-two of the schools are aided, ten are managed by local boards, and fifteen are unaided.

The decrease in the number of schools need give no cause for anxiety. In former days the holding of a public examination at the middle stage gave an artificial stimulus to this class of school by recognizing its final standard as a goal. But the abolition of the English Middle examination has encouraged many, who formerly were content to leave school at that stage to continue up to the high school standard. Middle schools as a rule are not well appointed and are too often, in the words of an Inspector, "staffed with the poorly paid, ill-educated, and untrained teachers of the old régime." But as an inferior English education is a dubious blessing, and as the difficulty of high schools is not so much how to find scholars as how to find room for the applicants who besiege them for admission, it is no matter for regret that these schools of 'arrested development' are becoming less numerous. The proportion of middle schools to high schools might perhaps be reckoned as a test of the state of English education in a province. In these provinces they have never grown in rank abundance as they have elsewhere, and a further diminution in their number, accompanied as it is by an increase of high schools and a larger enrolment, is a symptom of healthy progress.

Vernacular schools.

The number of vernacular middle schools has risen from 340 to 375. Apart from one more unaided school and two maintained by native states, the increase has taken place in district and municipal board schools, which are now 354 in number compared with 318 five years ago. Aided schools have decreased from 14 to 10. The increase of 36 schools managed by local boards seems at first sight incompatible with a decrease in the total enrolment of scholars from 49,076 to 45,378. But the apparent discrepancy is due entirely to the gradual removal during the quinquennium of the lower primary and preparatory classes. The scholars therein are no longer included in the returns for middle schools, as in

1907. As a rule junior classes are now only retained in middle schools which have district training classes attached to them. Scarcity and epidemic diseases have no doubt operated to check the upward tendency in enrolment, much as they have done in the case of primary schools and the fact that the returns are compiled at a time when the names of candidates for the vernacular final examination have ceased to be borne on the school registers, has also adversely affected the numbers. But that there has been a steady growth in the upper primary and middle sections the figures quoted below in reference to the Vernacular final examination furnish convincing evidence; and the argument is clinched by the rise in the numbers in the middle stage from 16,303 to 22,940.

Expenditure on anglo-vernacular schools.

The expenditure on anglo-vernacular schools has increased from Rs. 10,17,114 to Rs. 15,97,847 or by considerably more than 50 per cent. during the quinquennium. The financial burden of maintaining State schools has been shifted from district boards, and it is therefore impossible to institute a comparison between the respective shares borne by provincial and local revenues at the beginning and end of the period. But taking public funds together, we find that their share of the expense has grown from Rs. 4,15,392 to Rs. 6,31,105; and that the expenditure from other sources has grown at a corresponding rate from Rs. 2,02,584 to Rs. 3,19,060. But the greatest rate of increase is shown by fees, which have risen from Rs. 3,99,138 to Rs. 6,47,682. The rise has been fairly continuous from year to year, and must be attributed mainly to the phenomenal growth in the number reading in the upper classes, where higher fee-rates are charged. The average annual cost of education per scholar was during the last year Rs. 38·2, and the average amount paid in fees was Rs. 15·5. In 1907 the amounts were Rs. 32-13-2 and Rs. 12-14-1 respectively. The causes which have produced the remarkable increase in outlay from public and private funds are sufficiently indicated *passim* in this and the preliminary chapter.

Scholarships.

Expenditure on scholarships to Indian boys and girls has increased from Rs. 56,832 to Rs. 92,647 as follows :—

	Provincial revenues.	District funds.	Municipal funds.	Fees.	Other sources.	Total.
1911-12 ...	22,459	44,397	3,535	1,812	20,444	92,647
1906-07 ...	13,183	27,495	2,644	433	13,077	56,832
Increase ...	9,276	16,902	891	1,379	7,367	35,815

The increase in provincial revenues is mainly due to the increase in the value of the Scholarships awarded on the result of the Vernacular Final examination and to the provincialisation of 48 scholarships awarded on the result of the High School Scholarship examination, which were paid previous to 1st July 1910 by the district boards. In spite of the transfer of these 48 scholarships to the Department there is a very substantial increase in the expenditure from district funds. The increase in expenditure from other sources indicates increased interest by the public in education.

Expenditure on vernacular secondary schools.

The expenditure on vernacular secondary schools has risen by nearly a lakh of rupees from Rs. 3,42,227 to Rs. 4,40,441. As the enrolment has decreased owing to the causes mentioned above, it follows that such education is much better provided for than used to be the case. This is illustrated by the growth in the average cost per scholar, which has increased from Rs. 7-5-5 to Rs. 10-3-0. Towards this sum the average contribution in fees is no more than Rs. 2-5-0.

Matriculation examination.

The first year of the quinquennium was also the first year of the Matriculation examination. The number of male candidates from the United Provinces, *viz.*, 1,959, in 1908, was considerably less than the combined total for the old Entrance and School Final, probably because of the more stringent regulations for the admission of private candidates. After that the numbers rose steadily until they reached 2,422 in 1910. Then the influence of the School Leaving Certificate began to be felt and they dropped gradually to 1,993 in the present year. But when we compare the number of boys entering for one or other examination since, we find that the total number has increased from 1,959 to 3,200, or by well over 50 per cent. No more striking illustration of the growing popularity of anglo-vernacular education could be found. As to whether such a rapid development is healthy, opinions may perhaps differ. Here it is sufficient to record the fact. The average percentage of passes in examinations is somewhat lower than in the preceding quinquennium, but it has remained fairly steady instead of swinging to and fro in a sometimes rather unaccountable manner. The standard connoted

by the new examinations is rather higher than either of the examinations which they superseded. More careful discrimination in promotions would have produced higher percentages of passes, but there are indications towards the end of the period that headmasters have begun to realize that the presentation of unfit scholars at examinations is a doubtful form of kindness. The superiority of the school candidates to the private candidates is shown by the figures for each successive year. In the present year while 692 of the former passed out of 1,850, only 10 of the latter passed out of 161. In the School Leaving Certificate examination, of which a detailed account is given below, 539 candidates passed out of 1,189 presented.

School Leaving examination.

Since the School Leaving Certificate is a new scheme of examination and there is much to learn from the story of its organization, I quote in full the Registrar's account of it. At the same time I take the opportunity of offering my most grateful thanks to the gentlemen who composed the Central Board of the examination for the time and labour they have so ungrudgingly bestowed upon their work, and I desire specially to bring to the notice of Government the able, careful, and conscientious way in which Mr. Burrell, the first Registrar, has performed the difficult task of organising and arranging for the conduct of the examination. He writes :—

Origin and purposes of the School Leaving Certificate examination.—The introduction of the School Leaving Certificate examination, so far as these provinces are concerned, dates from the Naini Tal conference on secondary education of 1907, which was largely occupied in discussing the Director's proposals for such an examination. The situation at that time was as follows. The old School Final examination, which had been instituted for the sake of a 'modern side' in education, had been abolished along with the Entrance examination, and the features of both examinations had been combined in the new Matriculation, which was intended only as a test of fitness for proceeding to University studies. Thus there was no provision for a leaving examination for the larger number of boys who were not destined for the University, but completed their education at school and then proceeded to a clerical, commercial or professional career. It was felt that all boys ought not to go through the same mill, and that it was wrong in principle that an examination that was preparatory for a higher stage in one direction should be compulsory on boys who either wished to ascend to a higher stage in another direction or stopped their education altogether and went out into the world to earn their living. The Matriculation examination was also considered unsuitable as a general leaving examination in other respects. It included no oral or practical tests, the vernacular was not compulsory, the results of a written examination alone were taken into account. The problem then was to devise a comprehensive leaving examination which would suit the needs of all boys, and to create an examining agency independent of the University. The Committee, by a majority of votes, accepted the principle of the scheme and made detailed recommendations for bringing it into being. The proposal was sanctioned by Government and steps were taken the same year to carry them out.

The plan of the examination consists of four compulsory subjects and eleven optional subjects, and in order to obtain a certificate candidates must pass in the four compulsory subjects, and one optional subject. The compulsory subjects are English, mathematics, the history of India with the outline of the system of administration, geography, and a vernacular. The optional subjects are (1) one of the classical languages—Sanskrit, Arabic, Persian with Arabic, and Latin, (2) commerce, (3) physics and chemistry, (4) physiography, (5) a further course in mathematics including mechanics and trigonometry, (6) botany, (7) agriculture, (8) drawing, (9) manual training, (10) a modern European language, and (11) domestic science. The courses are in principle only model courses, and schools are at liberty to propose alternative courses of equal difficulty to suit their requirements. But in practice this liberty has not been exercised and the courses drawn up by the Board have, except in one instance, been universally adopted.

New important features of the examination are the following. First, no particular text-book is prescribed for English, headmasters being allowed to use with the sanction of the Department books selected by themselves. The same is the case for the vernacular. But it is the duty of the Text-Book Committee to recommend books suitable for study, and a separate list of such books is published annually for the guidance of headmasters in making their selection. Secondly, the number and length of the written papers are reduced to a minimum. Thirdly, to make up for this, the written examination is supplemented by an oral test in English and a modern European language, and by practical tests in physics and chemistry, commerce, further mathematics, and manual training. In the first year there were also oral tests in classical languages and the vernacular, but they were discontinued partly because they were considered less necessary, and partly because it was difficult to make satisfactory arrangements for them. Fourthly, the records of the work done during the course of preparation by the masters and boys are inspected at the school *in situ* by the oral and practical examiners, and the headmasters' recommendations are also considered. The object is to make the examination as thorough and searching as possible and extend its influence over the regular work done in school. It will be observed that, although the co-operation of teachers is sought by taking their opinions of their pupils and the records of their work into consideration, the examination, oral and written, occupies

a primary position as the criterion for determining the merits of the candidates. In introducing a scheme of this kind from elsewhere, it was necessary to adapt it carefully to different conditions and there can be no doubt that the circumstances of education in this country require that the centre of gravity shall reside in the examination.

Central Examination Board.—The conduct of the examination is entrusted to a board of ten members, presided over by the Director and including two representatives of the University, one of the Thomason College, Roorkee, one of the Chamber of Commerce, two officers of the Department, and two non-official members appointed by Government, and the Assistant Director as Secretary. The Board meets ordinarily twice a year and brings out the examination results. Its first meeting was held in April 1908 and from that time it has been busily engaged in amending the provisional courses and building up the arrangements of the examination. Its proceedings require the confirmation of Government.

The machinery of examination.—The actual arrangements for the examination, which are in the hands of the Assistant Director who is *ex-officio* Registrar, are somewhat complicated and have had to be built up slowly in the light of experience. In the first year 1910 the written examination was held in January before the oral and practical tests, so that the examiners might look over the written papers first. It was found however that this arrangement unduly curtailed the period of preparation and would be unworkable when the numbers increased. Next year therefore the oral examination was held between December and March and the written examination postponed till February. Last year the arrangements may be said to have reached their final form. It was decided to hold the oral examination between January and March and the written examination early in April. A head examiner is appointed for each subject and he is helped by assistant examiners. In order to produce uniformity of standard, careful instructions have been drawn up for their guidance. The machinery of the examination is now complete, at least in outline, and will probably only require adjustment in detail.

Records of work.—Great importance is attached to the maintenance of records of school-work as evidence of steady and continuous preparation. One of the greatest difficulties has been to put this matter on a sound basis. The old tradition is to have two standards, a daily routine of *kachcha* and an occasional incursion into *pacca* work for the purposes of display at inspection time: and the results were inaccuracy and slovenliness. Again, the teachers had a constitutional objection to correct work, and a singular lack of judgment in assigning marks. The order of the day was to scratch along anyhow during the term and trust to cramming of the worst description just before the examination to pull the boys through. The problem was to break an old tradition and start a new one. At first the schools were left more or less at liberty to systematise their work on their own lines. But experience showed that they required more direct guidance. Certain rules and forms have therefore been prescribed by the Department, requiring masters to draw up syllabuses of their work, to keep a diary of the work done in class, and to maintain a mark book showing the progress of their pupils. They are also required to exact neat and carefully written work from the boys, to correct it punctually, and preserve it for inspection.

Progress of the examination.—It may be easily imagined that a system of examination containing for India such novel features could not be introduced without much difficulty and opposition. A small minority expressed their dissent from it at the conference and, when some matriculation classes were closed as a logical result of the recognition of the examination by the University as an equivalent to the Matriculation, a loud outcry was raised that a blow was being aimed at higher education. To disarm these unreasonable suspicions and prejudices, matriculation classes were allowed to remain wherever there was a demand for them. Education of course suffered, because the schools had to dissipate on two objects the energies which should have been concentrated on one, and great inconvenience was experienced in framing time-tables and finding sufficient accommodation. These things however are happily things of the past. The opposition died away in a year or two and gave place to a rather embarrassing popularity. Inside the schools the opposition was partly due to inertia and partly to a failure to grasp what was required of them, and has had to be overcome by patience and explanation. The teachers now understand that the intention is not wantonly to lay new burdens upon them but to make their work more effective. The value of the new system is already much appreciated, and its methods are being voluntarily adopted even in classes and in schools in which they have not been prescribed.

Extension of recognition.—The privilege of recognition, it was ruled, should be given not in general terms but for specific subjects. A high standard was aimed at and five years ago few schools were well enough staffed and equipped to be recognised. In the early stages, therefore, recognition was granted sparingly and it was anticipated that the scheme would have to work its way gradually in order to give time for the schools to improve and the necessary machinery to be built up. In May 1909, however, the issue of a Government order closing the lower ranks of Government service to all but holders of the Leaving Certificate lowered the Matriculation in the popular favour. The consequent demand which arose all over for School Leaving Certificate classes created an awkward dilemma. On the one hand, it was impossible to grant recognition wholesale without lowering the standard, for many schools were not fit for the privilege; on the other, it seemed something like favouritism to withhold the passport to Government employment. The tension, however, of the situation was relieved by the postponement of the operation of the Government order. The progress of extension is illustrated by the following figures. For the year 1910 eighteen schools were recognised, for 1911 thirty-nine, for 1912 forty-five, and for 1913 fifty-five. The number of candidates admitted to the examination for the first three years is 325, 946, and 1,196 respectively.

Choice of optional subjects.—It is an interesting question whether any embarrassment has been caused by the wide latitude of options allowed. The original idea was to make the division rather than the school the unit for determining recognition in any particular subject, because it was recognised that it was neither possible nor desirable for one school to teach all the optional subjects. But this was found to be impracticable, and there has been a tendency for all the better schools to conform to one type. Most aim at teaching the classical languages, science, and drawing, while a few teach commerce as well. Very few, so far, have qualified for further mathematics or manual training. The most popular subjects in descending order are Persian with Arabic, physics and chemistry, commerce, Sanskrit, and drawing, the figures for 1912 being 360, 325, 187, 152 and 126. The tendency seems to be to develop schools with a variety of courses, rather than various types of schools.

Financial aspect.—A complicated scheme of this kind costs money, and is incompatible with parsimony in regard to teachers, equipment, and buildings and examination charges. It implies better teachers and more teachers, and it means costly equipment and accommodation, especially in regard to science, which was intended to derive special encouragement from it. This was recognised by Government, and a liberal allotment was made in 1908, which is gradually being absorbed in recurring charges for Government or aided schools, while last year a sum of 1½ lakhs non-recurring from the Government of India grant was spent on equipment. The balance of the allotment not absorbed in recurring charges has been spent on laboratories, class rooms, and apparatus.

The effect on school-work.—In estimating the effect of the scheme it must be remembered that it was launched on a somewhat stormy sea, that it has not been long afloat and that it was not perfectly fitted out when it set sail. The complementary schemes of reform, namely, the improvement in the pay and prospect of teachers and the grading of them on a provincial scale, without which better teaching and continuity of teaching, would not be obtained, were not sanctioned till some years later. Hence it would be a mistake to expect any magical or sudden startling results. Nevertheless, some beneficial effects are already apparent. Spoken English is decidedly better, all written work is in much better form, habits of neatness and carefulness are being formed, the year's work is better organised, and exercises are more conscientiously corrected. Generally, the work done is more systematic and intelligent. Some old bad things have been put an end to, and common-sense methods are taking their place. The schools aim at something higher and are learning to aim better. There is always a tendency in the human mind to expect too much from the invention or modification of machinery; perhaps in India there is a tendency to attach too much importance to 'schemes' as such. It is well to remember that the value of any educational scheme, especially an examination, must depend on the agency it works with and the spirit in which it is worked. In this respect the School Leaving Certificate has started well. A good deal of very strenuous work has gone to its initiation and development, and a high standard of examining—a matter of the highest importance—has been set up. These things are of good augury for the future and those who know the schools say that it has already begun to tell.

High School Scholarship examination.

The number of candidates for the High School Scholarship examination has not increased in the same proportion as that of scholars in anglo-vernacular schools. The figures in 1907 and 1912 are 429 and 466 respectively, and the highest number recorded during the quinquennium was 484. As 135 scholarships exclusive of those given by Native States were available, it cannot be said that the competition is very keen. It is true that appearance at the examination is optional, that candidates must be under the age of sixteen and that it is customary to present only the best boys in class VIII. There is, therefore, a preliminary selection before the field is entered. Still when the Inspector of Rohilkhand reports that while 18 out of 35 candidates from Government schools in his division gained scholarships, only two out of 34 from other schools were successful, it is clear that a considerable percentage of the competitors is worthless. It shows incidentally how extraordinarily low the conception of the required standard must be in some quarters. The last Registrar's report, it is pleasing to record, gives a better account of the work of candidates than in the previous years, more particularly in drawing, classics and the vernaculars. History and geography account for most of the failures, and science though "fairly good in result leaves much to be desired in the way of teaching." Certain modifications in the syllabus have recently been made with a view to improving the examination as a test of scholarship. It remains to be seen how far they will be successful. Considering the complaints sometimes made against the cost of education, it is curious how small a number of boys try for a scholarship which more than pays the fee in the high section.

Vernacular Final examination.

The number of candidates has risen from 6,026 in 1907 to 9,448, of whom 9,125 belonged to these provinces, the balance appearing from neighbouring Native States. This is an advance of well over 50 per cent; and if we look back over a decade we find the numbers have considerably more than doubled, for in 1902 they amounted to only 4,056. In the Allahabad division there has been

a quite phenomenal increase from 268 to 1,069. The rate of increase has been more rapid in the last than in the preceding quinquennium, and furnishes a convincing proof of the popularity and growing strength of vernacular education in these provinces. The candidates represent only those scholars of the sixth class who have been regular in attendance, and show clearly that a much larger proportion succeed in finishing their education than formerly. Another satisfactory feature is the growth in the number of female candidates from 17 to 50, or by about 300 per cent. It is true that the percentage of passes amongst them has been comparatively low ; but 19 out of 50 in a bad year is by no means discreditable. Amongst the male candidates the percentage of successes rose gradually from 53 in 1902 to 73 in 1910. In the following year it fell and in the last year there was a sudden drop to 46. A gradual ascent succeeded by such a rapid descent is so remarkable as to call for explanation.

A high percentage of passes had become so regularly recurring a phenomenon that its annual appearance was expected with almost the same certainty as the revolution of the seasons. Though some persons harboured the suspicion that all might not be gold that glittered, it was usual to assume that the extraordinarily large number placed in the first division was the crown of good work and industry in both teachers and pupils. The comfortable assurance began to give way when the distinctions in mathematics grew so common as to render them almost nugatory. Next the discrepancy between the excellence of the results and the strictures passed by the examiners generally on the work done attracted remark, and finally cheerful optimism was shattered by a Departmental inquiry. Steps were promptly taken to insure a proper standard, and a deplorable 'landslide' in the results took place the very next year. Students who had been assiduously crammed to answer questions by memorizing text-books suddenly—perhaps too suddenly—were confronted with questions which required the exercise of intelligence. The sudden swing of the pendulum is no doubt unfortunate, but the examination could not be allowed to degenerate into a farce, and more wholesome methods of study will be inculcated by the saner system which has now been introduced.

Raising of fees.

Action has been taken in more than one province in India during the quinquennium in regard to the raising of fees in anglo-vernacular schools. Though the matter was settled in the United Provinces later than elsewhere—not in fact until the close of the last year—attention had been called to it in the first year of the period. A combination of circumstances at length made its consideration imperative. The demand for larger and better designed buildings, the extension of science teaching, the need of more and better paid teachers, and higher conceptions of efficiency generally all tended to raise the cost of education. Moreover schools were getting congested, and it was becoming a serious problem how to accommodate the hosts of applicants who clamoured for admission. If education had been anything like self-supporting, the increase of scholars would have presented much less difficulty; but, as the fee did not meet half the cost, the popularity of English education only aggravated the situation. The abolition of the rule which set a limit to the numbers in a class would have solved the problem in a manner, but it was a remedy that in the end would have proved worse than the disease. Government could not afford to meet all demands for secondary education, and had been obliged to reaffirm its traditional policy, by declaring that its function as an agency of supply was limited to setting the standard by the establishment of a model high school in each district. Private enterprise, even with the liberal aid of Government, hesitated to take the risk of coming to the rescue; for the excess of expenditure over income had a continually upward tendency. Something had to be done to help the sorely pressed managers in their earnest attempts to play their part in the forward movement. What was the good of setting up a model, if adverse circumstances prevented them from copying it ? Though there were signal instances of the pious founder, they were necessarily sporadic and intermittent; and private munificence is apt to express itself more frequently in the material shape of a fine building than in that of a handsome endowment. The need of the day was to find some source of income which would expand automatically with the increase of numbers and thus prevent the gulf between income and expenditure yawning too widely. Further, the peculiar and anomalous character of the fee system prevalent in India, by which the fee rises as the scholar goes up the school—apparently on the assumption that

education of the same type is less valuable in the lower than in the higher stages—tempted into the lower classes many boys whose circumstances could not allow them to stay long enough to benefit by an English education and who would have been much better provided for in vernacular schools. It seemed therefore a measure no less of expediency than of justice to increase the scholar's share of the cost of his education by raising the amount of the annual fees. Government after long and anxious deliberation decided that the question merited "full examination in communication with educational authorities." The representative committee appointed to make the enquiry could not but endorse the original diagnosis of the situation, that a higher fee was just and could readily be paid and would present no obstacle to genuine educational progress. It was found that managers welcomed the idea, and many of them had already begun to levy fees at Government rates without affecting admissions. Accordingly proposals for enhanced fees, which were far more moderate than many had suggested, and accompanied by reservations in favour of backward districts and promising pupils, were framed and recommended to Government. The Committee's findings were all accepted, but in spite of its caution and moderation Government did not wholly escape disapprobation, though the resuscitated cry that it was aiming a blow at secondary education rang unmistakably hollow. The monthly scale of fees now ranges from Re. 1 to Rs. 3 instead of Re. 0-8-0 to Rs. 3. It involves an increase of Rs. 60 only on the total cost of education, or an annual average increase of Rs. 7-8-0. The new rates have not been levied *per saltum*, but are being gradually introduced by an annual increment of Re. 0-4-0 a month, and the old minimum limit of fees chargeable in aided schools has not been simultaneously raised. A more modest scheme it would be difficult to imagine, and Government has signified its intention of utilizing the extra income accruing from it on scholarships and special concessions to poor students.

Fees in vernacular schools.

The district boards have also been compelled to face the same question in vernacular education. Four causes have operated to make it more costly to the educational authorities: the separation of the lower primary classes, the steady if insufficient rise in the salaries of the teachers, the opening of new schools to accommodate new pupils, and the entertainment of new teachers to teach them. During this period the boards have been compelled to take very careful stock of their limited resources. It is true that they have received some little assistance from Government, but there is a general complaint that they are at the end of their resources. Moreover, they have to look to the future, and they have been required to enter upon a thirteen years' programme of expansion. In their sore straits they have had to resort to expedients which in better times they would have rejected and some of them have hit upon the device of increasing the price of education. Faced with the alternative of turning away boys they have felt justified in raising funds for expansions from the scholars themselves. The increase in the number of Vernacular Final candidates and of scholars in schools generally, no doubt, convinced them that there was little danger of such a measure rendering vernacular education unpopular. "It is worth noting," writes the Chairman of Bulandshahr, "that the enhanced rates of tuitional fees introduced last year have not tended to decrease the enrolment; on the other hand it enabled the Board to revise the staff and raise the salaries of all the teachers to the prescribed standard." In one district only is a decrease in enrolment attributed in part to the enhanced fees. On the other hand it is possible that the news, spreading through a district, that fees are being raised may have deterred some from sending their children to school, and that but for the necessity for resorting to the expedient there might have been generally a more substantial increase in the number of scholars.

Teachers in English schools.

If 'men high-minded men' are the true bulwark of the State, they are not less the first and last necessity for the working of a school; but like many other commonplaces this truth too often fails to get practical recognition. It is notoriously the case in India that education has been the Cinderella of the departments. As a career it has had but few attractions and men of brilliant promise have usually shunned it. The fixing of the minimum pay of an English teacher at Rs. 25 a month some ten years ago was regarded at the time as almost an extravagance, for it was the rule rather than the exception for junior teachers to draw something between Rs. 10 and Rs. 15. Neither pensions nor provident

funds were provided in those days, it should also be remembered. Looking back from the present position, it seems a far cry to the state of things then prevailing. But still the onward march has been of the type which hastens slowly and hardly yet can it be said that, speaking comparatively, is the teacher as a rule properly remunerated. Even to-day our schools are inadequately staffed both as to quantity and quality. An inveterate prejudice, such as has long clung to the teaching profession, is not wiped off all at once, or even in a few years; but this at least can be said that the progress achieved during the quinquennium has at all events established the conditions for removing the reproach. The altered attitude of Government is due to the recognition of the fact that without proper teachers all else is but 'leather and prunella.' At the very beginning of the quinquennium the Naini Tal Conference called attention to the point in its report in these words :—"Bearing in mind that the general education acquired by reading up to the entrance standard is inadequate, the Committee had no difficulty in concluding that a considerable leaven of graduate teachers should be secured and that men with lower qualifications than those indicated by a certificate of having passed the intermediate examination should not be employed in teaching English or other subjects in English. The Committee consider that secondary English education will not be adequately provided for until there are none but trained teachers in schools and none but trained graduates teaching the higher classes." Unfortunately the malice of circumstances and the inevitable delays attending large measures of reform have prevented more than a very partial realization of this ideal. A few figures will show how much still remains to be done. In the Benares division 30 out of 323 teachers are trained and only 9 out of the 30 are graduates. In the Meerut division 88 teachers or about one-fifth are trained, 22 being graduates. In Rohilkhand the number of trained teachers has risen from 31 five years ago to 37. In the Agra division only 31 are trained out of 371. A glance at general table X will show the disproportion on the one hand between trained and untrained, and on the other between graduates and undergraduates and it must be remembered that the figures for trained men include trained vernacular teachers as well as men trained at the anglo-vernacular training colleges. The percentage of both graduates and trained men is deplorably small, and the lion's share of them is taken by Government schools: for aided and unaided schools are still avoided by well-qualified men owing to the gloomy prospects even when the starting pay is high. They have in consequence to put up too often with birds of passage seeking for a temporary perch. That the desire for trained teachers is present is shown by the fact that recently 17 applications for such teachers were made to the Allahabad Training College on an average pay of Rs. 82. A certain number of trained teachers are lost to the schools by transfer to the subordinate inspecting line, and fresh posts are constantly being created to cope with the ever-increasing number of scholars. Though there are more trained men in the Department, the relative increase of their numbers has been small. "In spite of the fact that two Training Colleges exist," the Inspector of Benares writes, "the supply of trained teachers cannot keep pace with the demand. The scarcity is, so far as this division is concerned, very much the same as it was when there was only one College." Even untrained graduates are scarce, especially science graduates for whom there is a keen demand. So greatly in fact does the demand for teachers exceed the supply that there is often great difficulty in filling up temporarily appointments even with unqualified men. Missionary educational bodies have been contemplating for some time the opening of training institutions of their own; and as this chapter goes to press a definite proposal has been received from one of them for the opening of a higher grade institution. Meanwhile the schools suffer and the rush for English education, the broader curriculum, and higher ideas of efficiency all combine to make the problem pressing.

Teachers in vernacular schools.

For the work required in vernacular middle schools the staffing is much more satisfactory and has made relatively much more progress than in English schools. The Inspector of Gorakhpur states that in his division "the most marked advance since 1906-1907 is that the vernacular middle schools are now almost all entirely provided with normal trained men;" and certainly the figures quoted from other divisions show that the improvement has been general and

that there is now nearly an exact equilibrium between supply and demand. Fyzabad for instance has 175 trained men out of 177 and other divisions are almost as well off. In Benares the number is 168 out of 202, in Rohilkhand 210 out of 313, in Meerut 249 out of 292, and in Lucknow 240 out of 241. As regards qualifications, therefore, there is very little to complain of. Some of the schools are under-staffed, and more particularly there is a deficiency of special language teachers, whom it is becoming the practice to appoint in addition to the ordinary class teachers. In one district, for instance, we hear of five schools out of eight having such teachers; and, until the linguistic attainments of the normal trained men, of which complaints are not infrequent, improve the plan of employing men who are at any rate scholars, even if their methods are old-fashioned, is to be commended.

The salutary influence exercised by the prescription of higher minimum and maximum rates of pay in the District Board Manual in 1906 has been widely felt; but progress has mainly consisted in working up to the minimum standard, as has been already noticed. A good illustration is furnished by Rohilkhand, where, the Inspector says, "at the commencement of the quinquennium 21 head-masters were, I understand, getting less than Rs. 25 and 117 assistant masters were paid less than Rs. 12 per month. From the next session it is expected that all teachers will be getting paid at least the minimum rate, but more money is still required to enable boards to grade their teachers satisfactorily." At the close of the quinquennium it is to be recorded with regret that there were still a few districts in which even the minimum rate had not become universal, owing to the chronic difficulty of want of funds. Apart from these isolated instances, which will it is hoped be extinct soon, we may regard the general attainment of the minimum standard as the accomplishment of the last five years. The next step in advance is to overcome the tendency of the minimum to become the maximum. It is, for instance, not satisfactory, as in Hamirpur, to have only one grade above Rs. 25 for head teachers of middle schools and that grade only Rs. 27. It is probably an extreme case, but there can be no doubt that there is a great preponderance of low grades. In the Benares division, it is said, the maximum standard has not yet been reached. But on this aspect of the subject not much information is vouchsafed, perhaps because there is very little improvement to notice.

If ordinary funds do not suffice, all resources have not been exhausted. One Chairman writes:—"We now charge 5 annas, 6 annas and 7 annas from the boys in the middle section; and so the extra boys nearly pay for their own teaching. They do not quite do so yet, but I should like to see the fees raised again soon, so that we could view any increase in the numbers in the middle sections without any financial qualms."

The teaching of the subjects of the curriculum.

Anglo-vernacular schools.

There is a general consensus of opinion that there has been a marked improvement in the teaching of most subjects, especially during the last three years. I believe that this opinion is justified and is the result of the better conditions, the better agency, and the better methods that have been gradually established. On this general aspect the Inspector of Meerut writes:—

There can be no doubt that there has been a marked improvement in the teaching all round during the last five years. The majority of the teachers in the high schools at any rate seem to have a much more intelligent grasp of what is required of them. Much of course remains to be done, and I refer to two faults which it is very difficult to eradicate. The first is the want of insistence on the proper learning of home-work and the second is the avoidance by the teachers of correction of work out of school hours. With regard to the first I think that something has been done by the recent memorandum on home lessons, as it has resulted in the home work being put on a more definite basis and in consequence in some schools a system of punishment for neglect of this work is being adopted. I hope that in a year or two this will be universal. As to the second point I consider it most important that teachers should be brought to a full sense of their responsibility as regards the correction of written work. One of the most beneficial results of the School Leaving Certificate course is that it ensures a proper correction of written work. In those rare cases in which a teacher also endeavours to explain the mistakes to each boy individually the general improvement of the work is most marked.

The Inspector of Rohilkhand also reports progress as follows:—

The work done in anglo-vernacular schools in this division is, I believe, slowly but surely progressing.....The introduction of system into teachers' work has produced very beneficial results which have in many cases far exceeded expectations. In other instances, where

for some reason or other the headmaster was unable to have the instructions carried out, the work did not improve, but such cases were the exception. The most important improvements were (*a*) the syllabus which entailed a fairly even distribution of the work over the session and (*b*) the keeping of notes by each teacher. These latter have been invaluable, especially for the English of the lower classes, which is generally handed over to the youngest and most inexperienced teachers, as the better teachers are required, albeit wrongly, for the "show" goods in the upper classes. There is a tendency which has to be ever guarded against, to make these notes the end in place of the means, but under a good headmaster this tendency is easily checked.

In regard to the teaching of English I make no apology for quoting at length from a monograph on the subject written by Mr. Richardson, the Inspector of the Lucknow division. My own impressions in the main coincide with his, but I think the work done at the training colleges deserves perhaps more hearty recognition, and I do not quite agree that the teaching of English in the lower classes is no better than it was five years ago. He is apparently unaware that experiments are being made at the Allahabad Training College in the adaptation of the 'direct method' to the teaching of English in Indian schools. He writes:—

The last quinquennial report on education in these provinces declared with regard to the teaching of the subjects of the curriculum in our secondary English schools that English was by general consent the worst taught subject. This can no longer be said I think. It is perhaps not very profitable to try and compare the standard of teaching in the various subjects, but in considering what is achieved in the teaching of English it is only fair to remember that the standard demanded in this subject is comparatively very high: much higher for example than that demanded in science till a very few years ago. And judged by examination results during the last five years I think history and geography (which are grouped together as a single subject in the Matriculation examination) would now have to take the place hitherto assigned to English as the worst taught subjects in the curriculum. An improvement has taken place in the teaching of English, partly owing to the fact that the knowledge of the teachers now employed in teaching the subject has improved, and partly owing to the more thorough methods introduced to meet the requirements of the Leaving Certificate.

Although I am unable to speak with the authority of an examiner who has had much experience in examining the English work of the schools either for the Matriculation examination of the University or the Leaving Certificate examination, my impression is that the schools which are preparing boys for the Leaving Certificate are now doing much more careful and thorough work than was formerly the case. The written work in English is I believe more regular and much more carefully corrected. This is an impression which is shared by other Inspectors and will, I think, be generally admitted by those who know the schools intimately. The scheme for the Leaving Certificate also requires each candidate to undergo an oral test in English, which includes reading and dictation as well as conversation, and this has had the effect of making the schools pay more attention to the spoken language. This, and the fact that no text-books are prescribed, has largely modified the character of the teaching. Whether the results so far obtained have quite fulfilled expectations may be doubted. A great change for the better was hoped for as a result of this scheme of examination, but such improvement as there has been is not sufficiently striking perhaps to satisfy the sanguine reformer. The scheme however is still in its infancy and school masters are only just beginning to realize what it means. They have had to readjust their ideas of teaching and are only gradually by experiment beginning to understand how they are to meet the requirements of such an examination. There is, I believe, much that might still be done by the Training Colleges to improve the teaching of English. It can hardly be claimed for the methods at present in vogue in our schools that they are scientific or based on any clearly apprehended principles. The language is taught by means of translations much in the same way as the classics are taught in England, with this difference that English is used as the medium of instruction in all the higher classes and conversation lessons are prescribed. English is also of course to some extent a spoken language in this country particularly in the cities. Although since the introduction of the Leaving Certificate scheme there has been some change in the methods used in the higher classes of the schools, the teaching in all the lower classes remains untouched and is substantially the same as it was five years ago. So long as this is so very little improvement in the standard of English in the final class will be possible. To effect any marked improvement in the highest classes we must begin at the bottom with more competent teachers and with better methods.

The language taught as it is at present by means of translation through readers is in many ways a very effective educational instrument. It is however a very slow method of acquiring a language which is in a few years to become the medium of instruction. Two of the faults specially noted in the English of our schools in the last quinquennial report are faulty pronunciation and incorrect idiom. Faulty pronunciation is due in the first instance to the faulty pronunciation of the teachers, but even when the teacher's own pronunciation is not at fault he seldom knows how to correct the boys' mistakes. This is a matter in which training could help him. Much of the incorrect idiom complained of is due to the fact that boys learn by the methods at present in vogue to think in their own vernacular and to translate literally the vernacular expression of their thought into English. It is possible that this defect might be got rid of if the language were taught on the principles which underlie what is known as the direct method. The difficulty of experimenting in this direction has hitherto been the

teacher. The times, however, are changing and there are now in the best of our schools quite a number of senior masters who might be trained to use the direct method adapted to the conditions of Indian schools. Experiments are being tried in other parts of India in the use of this method and experience is being gained in the application of its principles to Indian schools. The fact that our curriculum prescribes English as the medium of instruction in all our higher classes invests these experiments with special importance. It is, I believe, possible to use the direct method without sacrificing the training which is now obtained by the thorough study of grammar which is perhaps the most successful part of our English teaching. If the direct method really justifies the hopes expressed with such assurance it will certainly meet what has long been and still is felt to be the chief difficulty with regard to our teaching of English in the lower classes and the use of English as the medium of instruction in the higher classes. The fact that conversation lessons have been prescribed in our curriculum for anglo-vernacular schools seems to be an attempt to meet what has been felt to be a special weakness in our present system, the inability of our boys to use the language. But I have never yet heard a respectable conversation lesson given in our schools. Conversation lessons are for the most part the most desultory and unmethodical of all the lessons delivered, and the most barren of results. Teachers as a rule have no idea how to organize such lessons or how to give them.

The remarks of an experienced examiner illustrate perhaps the strength and the weakness of our present system. He says, 'I have often been surprised at the facility with which boys answer questions on grammar, parsing, analysis, &c., resulting in quite good marks : whereas in cases in which an effort at original composition was called for the result was usually deplorable.' The weakness complained of is the characteristic weakness of our present system which has now been the subject of general complaint for years. The boys cannot use the language. They cannot think in it or express their ideas in it.

Even if it is not practicable to introduce revolutionary methods of teaching in the lower classes, there is still much that could be done by the Training Colleges to assist teachers to use present methods more skilfully. There is still also room for improvement in the matter of prescribing readers and text-books. Most pernicious habits of study are fostered by requiring boys to read books that are altogether beyond their understanding either by reason of the language and style or by reason of the nature of the content. This mischief is often begun in classes VII and VIII, where the English teaching still remains very mechanical indeed, in spite of the change that has taken place in classes IX and X since the introduction of the Leaving Certificate scheme. It is fostered by the University which suggests such books as Lamb's Othello in Tales from Shakespeare or Green's Readings from English History, a book that very few masters can understand. As a rule a single English reader is studied in each class. It is studied very thoroughly in the sense that the industrious boy will learn it all by heart by the time of the annual examination. It should, I think, be possible to give each of the lower classes a second reader of a very simple and easy nature designed with a view to enlarging their stock of general ideas. Easy geographical readers that could be read with very little trouble as regards language are what is required.

In the Meerut division things are apparently more hopeful. Mr. Rust writes :—

In the quinquennial report (for 1902—07) it is stated that 'by general consent the subject worst taught is English.' This is by no means the case now, though in the inferior class of school the old weary round of reading, translation and parsing still continues as ineffectual as it is monotonous. However this is not by any means the rule and more attempt is being made to get the boys to understand English and to use it themselves. The best English lesson that I heard during the year was given to class V in the Muhammadan Anglo-Oriental School, Aligarh. The keenness and accuracy with which the boys answered the questions on the story that they had been reading was most refreshing. True the master was an Englishman, but I heard a very good imitation of his methods in a lesson given by an Indian to class IV in the same school. In the corrected translation work fewer mistakes of idioms are made than before, but they are still too many and teachers should realize the necessity of consulting headmasters on points about which they are doubtful and they must not be too proud to be doubtful.

The following from the report of Mr. Bilgrami is also worth quoting in this connection. He says :—

I would like to make mention of an interesting experiment which was carried out last year in the Anglo-Vernacular High School, Deoria. In that school class III where English is begun was divided into two sections. The one section was put in charge of a teacher who taught it by the direct method, while the other section was taught in the ordinary way to read the primer by another teacher. Six months after this experiment had been in progress I examined both sections of the class. The result was very interesting. I found that the section which had been taught by the direct method could understand simple spoken English. For example, if asked in English to get up, sit down, fetch a book or sharpen a pencil the boys would understand and obey, and they could, on their part, make up and speak similar easy sentences. They had not been taught the regular primer used in class III, yet I found that, given the primer, they could read and translate any sentence in it just as readily as the boys of the other section who had been regularly taught the primer, and they had a better pronunciation. They could also construct sentences with the words of the primer. The boys of the second section who had been taught in the usual way were up to the average of class III, so far as proficiency in the primer was concerned, but they could neither make original sentences in English nor understand English when it was spoken. The difference between the two sections was very marked. These results

in the use of the direct method were obtained by a teacher who was neither trained nor in any special way qualified to apply the method, except that he had a natural aptitude for teaching. I have no doubt that a trained teacher specially versed in the direct method would have obtained even more striking results.

The poverty of vocabulary, the inability to construct sentences and the inability to understand plain English when it is spoken I have characterised as being the chief faults in English. They are due to unsuitable methods of teaching. I have indicated the remedy above. If the upper primary sections of schools were taught English by the direct method and if the vernacular were more sparingly used in the higher sections during the English lesson then these faults would be to a great extent remedied.

There are other faults of English which are less remediable because they are not connected with the method of teaching but are inherent in the teachers themselves from whom they are copied by the pupils. Such faults are incorrect pronunciation, the use of phrases which though incorrect pass in the United Provinces for good English, the use of the wrong preposition, the literal translation of vernacular idiom into English, and so on. These faults can be remedied to a certain extent by entrusting the teaching of English to graduate masters only. The Entrance passed teacher is responsible for a great deal of the bad English which is acquired by the boys in the earlier stages and which often sticks to them through life.

The testimony of these observers to improvement is corroborated by the printed report on the last School Leaving Certificate examination.

Mathematics.

The general opinion seems to be that the study of mathematics is on a better basis than it was. The raising of the average standard of professional qualification and the undoubted improvement in methods, produced by the system of keeping school records and the insistence on neatness, have certainly brought about a change for the better in the higher classes. Practical geometry, which a few years ago proved very puzzling to those who had been brought up on Euclid, is now taught on the whole with skill and success; and, as the Inspector of Meerut remarks, "the elementary practical work in class VI should make the path of geometrical progress plainer." On the revolution in methods of work the Inspector of Gorakhpur comments thus:—

Any one comparing the mathematical exercise books of to-day with the sort of work that used to be done in mathematics five years ago will be struck with the enormous improvement that has been achieved. At the beginning of the quinquennium the so-called "rough" book was in vogue. Every boy had one, and in it he did exercises in all the subjects of the curriculum. This "rough" book was a monument of untidiness and disorder. In it you found arithmetic, geometry, translation, grammar and vernacular, all mixed up together in chaotic confusion. If anything was to be shown in class it was neatly copied out from this extraordinary medley. So long as the "rough" book remained an institution in our schools, habits of neatness and orderliness in work were almost impossible to acquire. The abolition of the "rough" book and the introduction of separate exercise books for the different subjects has accomplished a revolution in the quality of the daily output of work in the schools, and mathematics has been the subject most profoundly affected by the reform. The development and systematization of school work has obviated the necessity for the large amount of home work that used to be done before. The introduction of practical geometry has emphasised the necessity for neatness. The complaint has now largely disappeared that mathematical work is slovenly and unmethodical or that logical steps are omitted in the working.

Professor Ward of the Canning College, an educationist of unrivalled experience, has expressed to me his astonishment, as an examiner, at the strides lately made in the teaching of mathematics in the schools.

The following observations on the several branches of mathematics studied in schools are taken from a monograph by Mr. Bacon, Inspector of Benares:—

In anglo-vernacular schools modern geometry (theoretical and practical) has been in vogue for several years, there being many excellent works on the subject, and a fair proportion of trained men qualified to teach on modern lines. The necessary change has also been made in the case of normal schools, translations of approved works having been prepared for the purpose. With the increase of trained men qualified to teach modern geometry in vernacular schools it follows that the decline of Euclid's Elements may be anticipated.

With special reference to graphs I note that in the High School Scholarship examination one question is always set under this head, and, though formerly the proportion of candidates who got marks for the question was very small, this year it has risen to about 55 per cent. In the case of the School Leaving Certificate examination the proportion is probably very much greater.

Generally speaking I believe the teaching of mathematics has made rapid strides during the past few years. The curricula of the schools have been modified from time to time to meet the requirements of the advance; better teachers have been available and are forthcoming in larger numbers each year; and in the case of the Departmental examinations more thorough work is insisted upon. For the anglo-vernacular schools the supply of good text-books is adequate, though in the case of the vernacular schools the field for selection is perhaps rather restricted.

Classical languages.

Persian has regained something of its old popularity, partly perhaps owing to the stiffening of the science course; but the study of neither Arabic nor Sanskrit

can be said to be flourishing. The Special Inspector of Arabic and Persian calculates that in 86 schools, high and middle, visited by him, only 208 boys were reading Arabic, and only 17 out of 1,189 candidates offered it in the last School Leaving Certificate examination. Sanskrit was offered by no more than 152. The unsatisfactory condition of classical studies is due to a variety of causes, among them loss of prestige, their supposed uselessness, and their inconsistency with the spirit of the times. An Inspector remarks: "The economic basis of modern society accords the highest place to productive labour. A few non-productive State-paid servants are also absorbed. But for the 'genteel' person equipped only with an archaic learning modern society finds no room." But while conditions are unfavourable to the study of the classics it must be admitted that a serious obstacle is the difficulty of securing competent teachers. Here are some of the chief defects of the *Maulvis* enumerated by the Special Inspector: "(1) the teachers do not properly prepare the lessons they are going to teach, (2) they do not know what to ask and how to ask, (3) they rarely succeed in making their lessons interesting, (4) there is generally more cramming than real teaching in the lesson, (5) the grammar is taught as a piece of prose. It is due more to a defective teaching of grammar than to anything else that the students are so slow to pick up the language properly, (6) the method of correcting the translation is not very helpful to the class." Such faults have nothing to do with so-called old-fashioned methods, which in the hands of a scholarly and respected teacher produce excellent results. They are the defects of laziness and incompetence, and it is to be feared that there is some truth in the allegation that "we have got really very few qualified competent *Maulvis* in our schools." The same kind of faults appear in the *Pandits*, of whom it is said that they do not appreciate the difficulties of their pupils; that they explain simple things *ad nauseam*; that they pass over the hard points; that they neglect reading and translation into Sanskrit; and that they do not test progress by sufficient exercises. As has been noticed in previous reports, both *Pandits* and *Maulvis* are weak disciplinarians. There are of course exceptions and there are men among them who get good work out of scholars by the respect which their lives and learning inspire; but the rank and file diffuse no such inspiration, and they make but little effort to compel attention. The remark of one of them to an Inspector that strictness would involve him in quarrels with his scholars is typical of too many.

History.

History is now probably the weakest taught subject in the whole curriculum; not that it is worse taught than it used to be, but because improvement has been more difficult to obtain. The average teacher is certainly very poorly equipped with knowledge and generally devoid of any real historical training. Nor does he as a rule make much effort to enlarge his store of information, for it is rare to find evidence of reading beyond the limits of the text-book. Ignorance and a lack of interest in the subject then oppose an effectual obstacle to advance. Another difficulty undoubtedly arises from the fact that the medium of study is a foreign language and a history lesson is apt to become a mere verbal commentary on the text-book. The amount of history that can be learnt at school is necessarily limited; nothing ambitious need be attempted. All that is wanted is to lay a sound elementary foundation which may be a permanent mental equipment for those who go no further, or a basis on which those who proceed to higher stages may securely build. If a school boy acquires an accurate knowledge of the principal institutions, events, names and dates and if he adds thereto clear notions of the general course of historical development, that is all that can fairly be expected of him. These things however the average boy rarely seems to acquire. He only gains a very shaky grip of facts and a vanishing stock of hazy ideas. The Indian school boy is often accused of cramming, and the multitude of keys and cram-books afford some foundation for the charge; but somehow he never seems to succeed in cramming historical facts and so obtains no data for answering questions successfully. Perhaps the parrot-cry against the exercise of the memory has something to do with it. The self-appointed expert never seems to be able to steer a middle course or to carry in his mind more than one idea at a time. Another difficulty in the past has undoubtedly been the length of the course. Some relief has been effected, at any rate for candidates preparing for the School Leaving Certificate examination, by the removal of English history from it. But the attention given to the subject at the Allahabad Training College should

produce in time its fruit; and the duty of drawing up syllabuses for the term and year now imposed upon the teacher is leading to more careful preparation of lessons. The Inspector of Gorakhpur thus remarks on the subject:—

History still suffers from the want of command of the subject on the part of the teachers. There are few graduates who take up this subject for their degree examination. Most of the teachers of history are absolute novices in the subject. History is taught piecemeal from the book. No connected view or general survey of the trend of historical events is put before the scholars. I have not seen any teacher attempting a short blackboard summary of even a short epoch. Some teachers treat a history lesson like a reading lesson in which they concern themselves as much with the language as with the matter of the history book.

Geography. Geography, though still rather a "fatal" subject, has made a certain amount of progress. One Inspector says: "It has steadily improved. Rarely if ever does one now find the mere learning up of statistics of population; exports, imports and areas to constitute a geography lesson." The restoration of the use of text-books, of which excellent ones now abound, has had a beneficial effect. The experiment of prescribing a syllabus proved a failure, since it led to the study of cram-books and notes specially prepared to meet the syllabus. But geography also suffers from "neglect of learning." The Inspector of Meerut speaking of history and geography together remarks:—

'No doubt they are better taught and are presented to the boys in a more learnable form than before; but all teaching power, good or modern, of these two terms are synonymous, will be flat and unprofitable, unless it is remembered that names of places and people and dates of events must be learnt by heart, and that it is the teachers' business to see that they are not forgotten.'

This is a hard saying for the educational reformer who dreams of converting the school room into a place of unbroken peace and happiness. Map drawing, he thinks, has improved, but it is too often treated as an entirely separate subject and is not connected sufficiently closely with the geography that is being taught at the time.

Another Inspector states that he has heard a teacher explain with the help of an orrery and the text-book how there is only one tide in the twenty-four hours; while it is recorded that quite a number of boys took a ship going by the shortest route from Bombay to London into the Black Sea and some even into the Caspian.

Drawing. The importance of drawing in a school curriculum has gained much more recognition of late. It has been made compulsory lower down the school, better methods of teaching are now in vogue, and the stimulus imparted by the inspection of an expert has been very beneficial. The drawing masters are generally good draughtsmen themselves, but they have been too prone to confound the "touching up" of scholars' work with real teaching, and they have often little hold upon first principles. The reason for their moderate success is that while possessed of a fairly good technique they lack in education and do not understand the purpose which drawing is intended to serve in a school curriculum. Geometrical drawing seems to be done best, and model drawing worst. Till quite recently the latter branch was evidently very much neglected, for the work turned out for the School Leaving Certificate examination in the first year of its inception was described as "hopelessly bad." But the case was not so hopeless as it seemed, for when steps were taken to insure greater attention being paid to the subject, the work at once showed a marked improvement and the very next year was described as "immensely superior." The standard of all branches of drawing is said to be "rising steadily," and this is doubtless due in large measure to the energy and zeal of the Special Inspector. A Divisional Inspector thus sums up his impressions:—"On the whole I think that there is little complaint to make about the drawing. There are very few masters who merely content themselves with initialling the copies, and my opinion is that more genuine work is being done every where. Schools are better equipped than they were and the drawing masters are better paid."

Science. Five years ago science enjoyed a spurious popularity as "a soft option," cramming was the order of the day; practical work was largely a sham; laboratories were improvised out of spare rooms not needed or unsuitable for class teaching, and equipment in furniture and apparatus was meagre in the extreme and for the most part unsuitable. The subject's only attraction was the ease with which as compared with classics it could be prepared for examination purposes. Only in a very few schools was work worthy of the name being done. Now all is

changed. The establishment of the School Leaving Certificate and an alteration in the University regulations for recognition in science have compelled schools to end or mend their laboratories, and improvements in courses have necessitated steady and continuous practical work. Science is no longer an easy route to "a pass," but its attraction is not less, for it is studied for its own sake and the interest it arouses. The list of laboratories mentioned below, most of them built and equipped according to standards drawn up by Dr. Hill and Mr. Durack, the professors of chemistry and physics respectively at the Muir College, will give some idea of the enormous development which has taken place in the provision of opportunities for practical work. But the institution of a practical examination *in situ* for the School Leaving Certificate has been the most potent influence in bringing about reform. The cramming of a text-book no longer pays. The revolution has of course not been effected without considerable expenditure, and the grateful acknowledgments of the Department are due both to the Local Government and the Government of India for generous grants. The schools recognised for the School Leaving Certificate especially benefited by a grant of $1\frac{1}{2}$ lakhs from the Government of India. Unfortunately some money was at first wasted in the purchase of unsuitable or unnecessary apparatus; but lists of requirements have been drawn up since and an inspector of science is now available to give guidance and suggestion. The Inspector of Meerut thus sums up the progress of the period: "Better equipment and the provision of proper laboratories in which the boys can themselves do practical work has done much to put the science teaching on a proper footing. In nearly all schools there has been the revolution of method and the complete re-equipment which was asked for in the last quinquennial report." There are plenty of faults still to eradicate; but examiners also agree that things have immeasurably improved.

Object lessons.

Object lessons or observation lessons are a form of instruction to which the Indian teacher does not take kindly. Admirable lessons are sometimes witnessed, but all too rarely. As a rule they are vitiated by formalism and conventionalism and a persistent inclination to dwell upon the obvious, which must to the scholars be a weariness to the flesh if their feelings bear any resemblance to those of the spectator. To give such lessons well requires a very special gift, rare even in the countries of their origin, and in a country where tradition and immemorial custom weigh down independent thinking and observation so heavily the right attitude of mind is not easy to encourage. But at all classes of training institutions special efforts are being made to awaken curiosity and emphasize its importance in the school room, and the rural education committee has suggested lines along which the work might be directed. Attempts are being made to produce more genuine work in the vernacular schools of some districts. For instance, if the lesson is on a parrot, the boys draw a parrot on one page, as well as they can, put in the correct colouring with chalks and then write their observations on the opposite page. This is more the kind of thing that is wanted. Realism, is not always wholly absent. An encounter between a cat and a dog in a class room, happily without untoward results, has been witnessed by one Inspector, a heedless goat has overturned a benchful of little boys and a river-turtle has lent its support to the teacher's statement that it possessed teeth by seizing him by a finger and absent-mindedly forgetting to let go.

Manual Training.

Manual Training was introduced during the quinquennium and is in full swing already in a few schools. There are signs that its value is becoming more widely recognized, but until there is a sufficient supply of qualified teachers and schools can be properly equipped, it is not advisable to push the subject too vigorously just yet. The requirements of a standard equipment have been published for general information, lest managers should too lightly undertake to introduce it in their schools. Manual Training at the Allahabad Training College is very popular and is producing the best results. For the way in which he has organized the work the Principal, Mr. Mackenzie, deserves special commendation. The supply of competent instructors will not be long delayed, for Mr. Kempster, the Principal of the Lucknow Training College, not to be out done, is also about to open a workshop and with most praiseworthy zeal has been devoting a good deal of the leave he has recently taken to acquiring up to date methods of work. The few candidates who have presented themselves in this subject at the School Leaving Certificate examination are reported by the examiner to have acquitted themselves quite creditably.

Commerce.

Commerce was introduced in 1908 as a school subject and became quickly-perhaps too quickly-popular. The supply of really good teachers is limited and like all innovations it suffers from the lack of traditions of work. In the early days this was evident in the failure to maintain records properly and in the variety of systems adopted. Moreover, the subject suffered from the general tendency to neglect exactness and neatness, without which the study of it is merely a waste of time. The written examination consists of book-keeping and commercial correspondence, and a practical examination is held in typewriting and knowledge of the machine. It is a somewhat complicated matter to devise a convenient system of instruction, but detailed rules have been drawn up for the maintenance of school records, and the "touch system" of typewriting has been made compulsory. On the whole, the results have been rather disappointing. Perhaps we have set too high a standard and have been too exacting; but in the opinion of Mr. Smith of the Allahabad Bank, to whom the Department is deeply indebted for assistance in organizing the work and acting as an examiner, some of the candidates from certain schools have done very well. The matter deserves further looking into, and with his help I hope that we shall be able to modify the courses in such a way that they will still fulfil their purpose without discouraging students.

The teaching of subjects in vernacular schools.

There is a fairly general complaint that language subjects are not as well taught as they should be, and that the average product of the modern normal school is inferior in literary grasp to the teachers of an earlier generation. That the knowledge of the vernaculars is deteriorating I have no doubt, and I believe it to be due to the decay of Persian and Sanskrit studies among the people and to the policy of endeavouring to introduce a common literary language. The new literary style, if it ever comes into general use, must be fatal to the old, and with the disappearance of the latter must decline the study of the literatures attached to them. Whether such a result is altogether to be welcomed is a matter upon which opinion is acutely divided. But if readers are prescribed for schools in an easy and conversational language it is obvious that it would not be fair to complain that scholars are not able to read with ease and fluency standard works in either Urdu or Hindi. One Chairman roundly declares the decline in the standard of literary proficiency to be no cause for regret, and that proficiency in the common every day language of the provinces is of "far greater importance than the attainment of a good literary style." He may be right, and old-fashioned persons who care for style may deserve short shrift; but whatever views may be held upon so vexed a question, seeing how much of knowledge enters the mind through the gate of letters, it is wise perhaps not to close the old one altogether before a new one has been opened. Though 'strait is the gate and narrow is the way,' they yet have enabled many a one "to save his soul alive."

Mathematics

The results obtained in mathematics in the Vernacular Final examination have generally been good, but there is apparently a disinclination to lighten the work of calculating by labour-saving devices. Tradition and rule of thumb are in short still dominant. Geometry is passing through a transitional stage. Euclid has not been dislodged, but he has to bear a rival near his throne. "Euclid," writes one of the Inspectors, "is another subject which is not well taught; but it is to be hoped that the introduction of geometry will do away with much of the parrot-like repetition of propositions, which has so far been the rule." Individual observers will no doubt have different experiences, but the Inspector of Kumaun, himself a mathematician, is of opinion that this hope is being realized. "Much of the work in geometry which is of a thoroughly practical nature is really good."

History and geography.

As in English schools, history and geography are still rather badly taught. The bare facts are no doubt impressed on the pupils, but they are seldom effectively correlated nor are the pupils led to enquire the why and the wherefore of historical events or study the significance of geographical details so generally as they should. This is bad enough but there is worse to follow: "history continues to be merely learnt by heart, the answers of the boys being almost invariably the exact words of the book." A larger and more suitable text-book is one of the desiderata and it is being looked for, but improvement depends in the main upon the nature of the questions set by examiners and the way in which the subjects are treated at normal schools. The collapse of candidates at the Vernacular Final examination this year was brought about to no small extent by the improvement

in the kind of questions set in history and geography, and steps are being taken to secure the use of more intelligent methods by teachers under training.

Drawing

Drawing is much better taught than it was a few years ago, owing to the appointment of properly qualified drawing masters on the staff of normal schools. It is an optional subject, and though in plains schools its popularity has somewhat declined, it is still offered by considerable numbers. In Kumaun however it is a very popular subject. "Drawing," it is said, "is taught in almost every school and is generally much liked. It certainly affords relief from the incessant study of books and undoubtedly has considerable educational value."

Work in general.

On the whole, in spite of all reservations things seem to have changed for the better. Speaking for the hill districts the Inspector of Kumaun says: "The work done in vernacular middle schools has improved quite markedly in recent years and a good deal of it is now quite fairly satisfactory;" and a Chairman in the plains speaks more emphatically: "Teachers seem to have now learnt that teaching is the training of the mind not merely the stuffing of the memory with undigested matter." Would that it were so!

School buildings.

Anglo-vernacular schools.

The reports on this subject for the first two years of the quinquennium were chiefly taken up with describing the defects of English school buildings and dwelling on the urgent need of overcoming them. In the first year the schools remained under the management of district boards. They were not well enough off to afford money for building, and even if they had been, the famine stood effectually in the way. For the time the public finances were crippled and the schools had to wait for better days. In the following year the schools were transferred to the administrative control of the Department, but remained under the financial control of the boards. It was not to be expected that the boards would spend money on institutions which would shortly pass out of their hands. The schools were therefore left to wander as it were, "between two worlds forlorn." Meanwhile they were thronged and overcrowded with ever increasing swarms of scholars, and the problem of accommodation became exceedingly accute. Work had frequently to be carried on in buildings of a radically wrong design, with several classes packed together into halls, with verandahs converted into class rooms, exposed to sun, wind and rain. In 1909-10 the dual control came to an end, and the schools became purely Government institutions. In consequence the last three years of the quinquennium have been a period of unparalleled building activity. Government has not only spent freely on the betterment of its own schools, but has been most generous in aiding the efforts of school managers engaged in the same good work; while some of the best buildings of all are the product of private unassisted munificence. It is not easy to give a proper idea of the activity to which almost every part of the province bears witness, but perhaps simple enumeration will be at once the briefest and most effective way of doing so. Six new Government schools have been built. Extensions or alterations have been made at seven Government schools. Separate science blocks or specially adapted science rooms have been built at 15 schools. Five new recognized schools (aided and unaided) have been built and two middle schools have moved into better quarters. Extensions great or small have been made at 20 schools. This is a highly gratifying list of works accomplished but more is to follow. Projects have been initiated for new Government schools at Shahjahanpur, Pilibhit, Orai, Banda, Hardoi, Unao and Ghazipur, and for extensions at Bahraich, Gonda, Etah, Mainpuri, Fatehpur and Lakhimpur. While new buildings are contemplated or in process of construction for the City Anglo-Vernacular School, Allahabad, the Kayastha Pathshala, Allahabad, the Kali Charan School, Lucknow, the Reid Christian Collegiate School, Lucknow, the Gorakhpur High School, the Anglo-Vernacular School, Deoria, and the Mission School, Mainpuri; and extensions are projected for the Church Mission Schools at Jaunpur and Lucknow. The one institution in which things have stood still is the Muhammadan Anglo-Oriental Collegiate School, Aligarh. The grant of Rs. 20,000 given unconditionally to the trustees so long ago as 1906 for a new school building is still unutilized. The failure of the authorities to make a start with the new school is, as the Inspector of Meerut remarks in reference to progress in his division, "the one unsatisfactory feature. All that they have done is to select a new site." The promise of a grant of Rs. 1,20,000 towards the new school buildings out of the

Government of India's grant of 15 lakhs had not produced anything more effective when the quinquennium closed.

But it is not only in amount of building done that progress has been made. Equally important, perhaps more important, is the advance in ideas about school buildings. As has been previously remarked, standardization has been one of the notes of the period. In 1910 the Department, in consultation with the Public Works Department, drew up standard plans for school buildings, hostels, laboratories and manual training workshops. These designs have been followed in several of the newly erected buildings and have been found very satisfactory, alterations in the hostel having been required since they were issued. Private school managers are freely adopting them in their new buildings, and the Education Department of the Government of India has included them in its recently published volume on school buildings. The issue of a standard design has helped much in carrying out the extensive programme described above, as it greatly expedites the preparation of new projects.

Vernacular middle schools.

The provision of better and more ample accommodation for vernacular secondary schools has hastened slowly during the quinquennium, but nevertheless as fast as the limited resources of the boards have permitted. Though as the figures given at the beginning of this chapter show, it has been necessary to provide for many new schools, as well as improve existing ones, it is probably safe to conclude that the accommodation on the average is appreciably better than it was five years ago. It must vary very much in different districts according to the financial capacity or the educational zeal of the different boards. Amongst the most satisfactory is that of Kumaun where the Inspector writes " very considerable improvements were effected during the quinquennium " and mentions two new schools in Garhwal, one in Almora and one in Naini Tal. Very different is the account of the Benares division:

> Though something has been done in this division towards the improvement of the vernacular secondary school buildings, the want of sufficient accommodation is still the general cry every where. Verandahs are commonly used for classes more or less in all schools, and some two or three classes are taught together in one room in many. The majority of the school buildings in this division are badly situated and ill-designed. They are not of an approved type and are badly ventilated. For no other purposes do the boards need funds more urgently than for building new school houses for secondary schools. The Chairmen of the district boards have recognized the necessity for rebuilding many schools in their districts and do what they can in this respect out of their own resources.

In Gorakhpur most of the schools are so overcrowded that restriction of numbers to the capacity of the building and staff is advocated. Of Agra division the Inspector remarks :—" Not one-half of the town schools in the division can be said to be housed in satisfactory buildings. The usual plan adopted is a central hall with two narrow long rooms at each side of it. " The want of a standard design has often resulted in piecemeal extensions, which the Chairman of Hamirpur thus describes :—" The buildings all give fair accommodation. Owing however to having been originally built in crowded parts and to having been extended at different times as funds permitted, they have a somewhat heterogeneous appearance ." If one were to collect all the instances of improvements or extensions, or new buildings said to be needed out of the annual list, one might make quite a formidable list of requirements. But the mention of them shows that the wants are recognized and projects are only awaiting funds. One step taken is the preparation of a thirteen year building programme under what is called the Way-Aikman scheme. This has involved a systematic survey and implies an end in view. A standard design, sufficiently elastic in character to suit schools of different sizes, which has been under preparation and will shortly be issued, should be of material use in carrying out this programme. It will be sometime yet at the present rate of progress before the disappearance of " hired buildings " "mud walls and thatched roofs " or " rooms over the *bazar* " and the like.

Hostels.

Anglo-vernacular schools.

Though the provision of hostels has proceeded less busily than that of school buildings, a fair amount of work has been accomplished, as the following enumeration will show. New hostels at Government High Schools have been provided at Meerut, Muzaffarnagar, Basti, Agra, Ballia, Hardoi and the Jubilee High School, Lucknow; and extensions have been made at Almora, Moradabad, Unao and Rae Bareli. Schools under private management have an

even better record. New hostels have been provided at the Moslem School, Moradabad, the Mission schools at Budaun and Bareilly, the Colvin School Mahmudabad, the Seth Jai Dayal High School, Biswan, the Rajput High School, Agra, the E. C. School, Khurja, the Shiam Sunder Memorial School, Chandausi, the Reid Christian College (two) and the Hewett Kshattriya School, Benares. The last named has no less than six, all in accordance with the standard design. These new buildings mean a considerable addition to the accommodation for boarders; but meanwhile the demand has increased, and it is doubtful whether the situation relatively has much improved. Though the majority of scholars are day boys, frequent reports that "all the hostels are full and applications have to be refused," make one fear that many boys must be left to make their own arrangements for lodging in the town. In illustration of the need the Inspector of Fyzabad tells us that in his division there are 2,449 scholars, yet there are only 6 hostels holding 175 boys, or 7·1 per cent. of the whole number. The new hostels, several of which are built according to the standard design, have by their superior qualities certainly raised the average level of accommodation provided in the provinces; but there are still a number of hostels in which all but the first of the defects enumerated in the annual report for 1908 are to be found. These relics of an old, unsatisfactory order of things are, however, only being tolerated till they can be replaced by something better. The educational conscience is certainly less apathetic in this matter, and the issue of the standard design has helped to quicken it. The grant of a lakh for Government hostels in 1911-12 from the Government of India, followed by another allotment from the same source towards the end of the year, from which aided schools are also benefiting, has proved a most welcome stimulus and help. Things are not standing still, and amongst the work contemplated are new projects at six Government schools—Etawah, Banda, Pilibhit, Shahjahanpur, Unao and Ghazipur, and at two Mission schools, St. John's, Agra and Mainpuri. It goes without saying that much money is wanted and can be well spent.

Vernacular middle schools.

As in the case of school buildings, the condition of hostels is very unequal, and doubtless for the same reason. Similarly the rate of progress has varied a good deal. Thus speaking of Meerut division the Inspector says "the hostel accommodation has been considerably improved in the three southern districts, but in the Muzaffarnagar and Saharanpur districts it is distinctly poor and often very unsuitable. In the Muzaffarnagar district there is not a single State boarding house and Saharanpur can only boast of one at head quarters." The last two districts have stood absolutely still in the matter for the last four years. In contrast with them is Kumaun, where "most of the boarding houses in the division are now quite satisfactory, commodious, well ventilated and well built, and nearly all were erected within the quinquennium just ended." The exception is at Almora where the Chairman says the town school in design and situation is "undeniably miserable." Rohilkhand too has made fair progress. But the Inspector remarks "hostels attached to vernacular schools are not as a rule satisfactory, being as a general rule small and ill-ventilated. Fifteen are located in hired buildings and two in borrowed houses. In Thakurdwara, Moradabad district, boarders sleep in the school for lack of a suitable hostel." A worse account comes from the Agra division: "Comfortable hostels for town schools are urgently needed almost every where. The Farrukhabad district is the worst off in this respect. Only three of the town schools in that district have hostels attached to them and those are little better than dark, damp, insanitary hovels." In the Gorakhpur division the Inspector says: "In many cases the boys use their rooms merely for the purpose of keeping luggage while they sleep in the main school buildings." Much the same thing happens in the adjoining division of Benares. The Inspector says: "In many boarding houses the boarders cook their food in the verandah of the room in which they are supposed to live, and use the room as a lumber room for their belongings, fuel, &c. They are allowed by the headmaster to sleep and read in the school rooms." After this, we shall readily agree that "money is more urgently needed for the boarding houses than for any other purpose." But, unfortunately, money is not forthcoming in sufficient quantities, and many claims have to be met. It would be sanguine therefore to hope for very rapid progress. Meanwhile the provision of hostels is understood to be included in the thirteen-year programme of the boards and a standard plan on

cheap but substantial lines has been prepared and issued. This at any rate will give ready and definite guidance, when the problem is energetically attacked and a campaign started against the hired-building system. It must be admitted that in the past district board hostels have been a double burden. They have meant recurring as well as capital expenditure ; for the fees were too low to pay for the upkeep of the establishment. This consideration may have stood in the way of advance. But this eleemosynary attitude has lately given way to other counsels. Boards are tending to raise the fees to the point at which they will cover the running expenses. In some cases as a result, it is stated, numbers have decreased ; but this does not appear to have been the general experience, rather the contrary.

CHAPTER VI.

PRIMARY EDUCATION.

Schools and scholars.

The total number of primary schools for Indian boys rose during the past year from 9,059 to 9,251 and the total number of scholars also rose from 4,39,693 to 4,80,338. The corresponding figures for schools and scholars in 1907 were 9,539 and 4,18,347 respectively. Thus there are fewer schools at the end of the quinquennium, but they are better filled. Or, to put it in another way, the facilities for primary education have decreased, but greater advantage is taken of those which remain. More schools have been abolished than appears at first sight from the figures; for during the quinquennium there has been a gradual removal of lower primary and preparatory sections from most of the vernacular secondary schools, as noted in the preceding chapter in connection with the figures there given for vernacular secondary education. A comparison of the mere figures for 1907 and 1912 does not yield either the net decrease or the net increase in the number of scholars. Probably about 200 should be added to the number of closed schools and about 8,000 deducted from the increase of scholars. Approximately therefore about 500 schools have ceased to exist and about 50,000 more scholars are at school. These figures seem to speak with two voices, testifying at the same time alike to retrogression and expansion. In order to understand the present situation it is necessary to go behind the figures for the last year and review somewhat narrowly the history of primary education during the quinquennium. Since Government is still considering the replies received to its enquiry into the question whether there are deep-seated causes operating to retard the progress of education among the people, it would not be proper in anticipation of the resolution which it will issue to express any views upon the matter. I shall therefore confine myself to an examination of the causes that lie beneath the curious temporary ups and downs in the figures relating to schools and scholars during the quinquennium. The course of events is somewhat remarkable and affords an exceedingly interesting commentary on the conditions under which education in India is carried on. The table appended shows the figures for the last six years for vernacular primary schools for boys.

The growth and decline in the number of the schools could be graphically represented by an eccentric curve which rises, then falls slightly, descends more rapidly, and finally rises again. A curve illustrating the enrolment would rise rapidly at first, then, after a pause on the level, make a rapid drop, descend slightly, and end by ascending to a height never before reached. A significant fact brought out by the figures is the steady rise in the number of upper primary board schools. It indicates a healthy tendency, for it is accompanied by a steady and continuous rise in the number of scholars reading in upper primary classes. Lower primary board schools at first rose slightly, then fell, and are still falling. Aided schools of the same standard rose at first, then fell steadily, and though they rose again, have nothing like recovered their former position. The figures for unaided upper primary schools are too small to affect the general tendencies, though the increase in their number and in the enrolment of scholars is a further indication of the growing demand for upper primary instruction. The steady and gradual decline in aided schools which has taken place is due to the same cause or causes which have brought about the general decline in schools and which will now be dealt with. It will also be noticed that 1909-10 was, as one of the Inspectors terms it, "the fatal year," when both schools and scholars lost ground most heavily. The problem is to find some explanation for the 'slump' in the middle of the quinquennium and the quick recovery at the end. The outstanding feature of the last quinquennium is the succession of calamities that have visited the provinces. Famine, plague and epidemic disease have left their mark deeply upon them. Can they be regarded as the cause of the decline in the numbers both of schools and scholars? The tables seem to prove conclusively that they cannot; for in spite of famine and plague in 1907-8 the enrolment was not only kept up but considerably increased. No doubt such dire calamities would operate to retard progress, but if, when both were afflicting the people, the numbers at

	Schools under public management.			Schools under private management.						Total of all schools.	Students in schools under public management.			Under private management.						Total of all scholars.
				Aided.			Unaided.							Aided.			Unaided.			
	Upper.	Lower.	Total.	Upper.	Lower.	Total.	Upper.	Lower.	Total.		Upper.	Lower.	Total.	Upper.	Lower.	Total.	Upper.	Lower.	Total.	
1906-1907...	2,270	3,156	5,426	452	3,487	3,939	15	140	155	9,520	*55,640	2,29,377	2,85,017	6,316	1,20,980	1,27,296	369	4,316	4,685	4,16,998
1907-1908...	2,345	3,176	5,521	424	3,596	4,020	17	141	158	9,699	37,512	2,80,171	3,17,683	3,781	1,33,199	1,36,980	156	4,684	4,840	4,59,503
1908-1909...	2,481	3,075	5,556	415	3,470	3,885	18	123	141	9,582	39,262	2,86,243	3,25,505	3,403	1,27,982	1,31,385	125	3,948	4,073	4,60,963
1909-1910...	2,508	2,960	5,468	371	3,271	3,642	19	121	140	9,250	43,629	2,68,770	3,12,399	3,349	1,22,206	1,25,555	168	4,691	4,859	4,42,813
1910-1911...	2,536	2,846	5,382	350	3,179	3,529	20	118	138	9,049	42,368	2,69,740	3,12,108	3,549	1,18,634	1,22,183	160	4,628	4,788	4,39,079
1911-1912...	2,598	2,842	5,440	360	3,279	3,639	24	137	161	9,240	44,572	2,99,046	3,43,618	3,432	1,26,639	1,30,071	248	5,624	5,872	4,79,561

* The high figure as compared with subsequent years is due to a mistake in compilation. Scholars reading in upper primary schools instead of upper primary sections of those schools were given.

school actually rose, some other explanation must be sought for the subsequent decline, when moreover one of them had ceased to exist. Even though in 1908 an outbreak of malarial fever of extraordinary severity occurred, claiming no less than 1,970,319 victims, and though it was followed by an epidemic of cholera which carried off 83,544 people, the number of scholars still continued to rise. But if in face of an appalling death roll numbers did not decline, it is not unreasonable to argue that but for it they would in all probability have continued to rise rapidly. It is worth remembering in this connection that during the previous five years, in which the calamities suffered by the people were so much milder, there was a remarkable expansion, the numerical increase in the United Provinces having been greater, absolutely and relatively, than in any other province.

Some other cause must then be sought for the actual decline in numbers during 1909-1910. There was no change in the curriculum of studies, so that the solution hazarded in a Government resolution that it might be due to the unsuitability and consequent unpopularity of the education supplied must be rejected. Only one other line of enquiry remains. Could it have been due to financial reasons? I give below a table of direct expenditure upon primary education for the last seven years:—

1905-6	... 12,04,259
1906-7	... 13,23,328
1907-8	... 14,37,356
1908-9	... 15,52,550
1909-10	... 15,19,925
1910-11	... 15,33,876
1911-12	... 16,26,104

It will be seen from the above table that the years in which the decreases in schools and scholars took place happen to be the years in which direct expenditure fell, and that the year in which expenditure rose again, and rose considerably, is also the year in which the numbers in schools have risen above any previous record. There is then primâ facie some relation between the two. This line of research seemed worth pursuing, and a consideration of what caused the fall in expenditure threw further light upon the question.

It has already been mentioned on page 1 that when in 1907 it was at first proposed to provincialize the district schools, it was also proposed to leave with the district boards the money which they had expended upon their maintenance, in order that it might be utilized in promoting vernacular education. The boards were made aware of this benevolent intention, and some of them in anticipation began to put into execution schemes of expansion. When, owing to financial straits, Government found itself after all unable to put its intentions into practice and was obliged to resume the money from the boards which they had hitherto spent upon the maintenance of their high schools, impetuous boards found themselves in a very awkward predicament. They had opened schools which they could not maintain out of their ordinary income and the money which they had earmarked for meeting the cost had been resumed by Government. There was nothing else to be done but to close the schools again, or, by converting them into aided schools, reduce their cost by about one half. Both expedients were tried and a little extra money was simultaneously raised by increasing fees; but though by resort to various dubious measures the process of closing down was delayed and in some instances avoided, there was during the years 1909 and 1910 a steady and continuous contraction of schools and of expenditure upon them. Financial equilibrium was not restored in some cases even by the close of 1910.

But there was yet another way in which shrinkage of expenditure was brought about. In 1908 Mr. Streatfeild, the Chairman of the Jaunpur district board, asked for financial assistance in making a very promising experiment for encouraging boys to remain longer at school. He had a theory that many who came willingly enough to school soon left, because for want of systematic and proper instruction their progress was disappointingly slow. He found that by adding an extra teacher here and there he had in a few cases produced surprising results, and he asked for funds to test his theory more widely. Government, recognizing the hopefulness of the scheme, gave him Rs. 12,700 for experimental work, and with this money he succeeded in increasing the number of scholars in his district by leaps and bounds. Mr. Streatfeild's valuable work runs some risk of being forgotten in view of the subsequent collapse that followed, but it is well

worth remembering at a time when a campaign on a large scale against illiteracy is projected. Unfortunately for him and for his experiment the news of what he was doing and of the assistance which he had received from Government spread to the neighbouring districts, and other district boards began to launch out into schemes of expansion in anticipation of similar encouragement. The contagion of reckless expenditure spread, and when applications for assistance began to pour into Government for meeting the cost of expansions, to which the boards had already committed themselves but for which they had no money, Government considered that it was time to call a halt. Improvident boards were told that they must keep within their income and that no assistance could be given in meeting charges which had not been authorized. This decision caused a good deal of dismay among certain over-sanguine boards, but it caused also searchings of heart among others in which financial control over educational expenditure had been rather loosely exercised. It led to an anxious consideration of ways and means and as a result to a hurried closing of schools all round. Several boards, other than those immediately affected, discovered, rather opportunely it must be admitted, that they were keeping up quite a number of schools with which they could dispense, and vigorous pruning became the order of the day. What the extent of the losses in schools and scholars caused in these ways was will never now be accurately known, for the tables in this chapter, for a reason already explained, understate the totals. Some idea, however, of the extent of the *débâcle* may be gathered from the fact that a number of boards have lately asked for recurring grants, aggregating more than half a lakh of rupees, for 'reopening closed schools.' If schools are hurriedly closed the scholars in them who are unable or unwilling to go elsewhere are turned adrift, and from the resultant discouragement education in the neighbourhood is apt to receive a set-back. But all the time that the process of contraction in the number of schools was taking place there was a steady increase in the numbers reading in existing schools. Had this not been so, there would have been a much larger decrease in the number of scholars, as I have shown by figures in the reports for the two preceding years.

The results of this method of enquiry, if they are reliable, even if they do not conclusively prove that the beginning and the end of the matter was a contraction in expenditure, show at any rate that want of funds had more to do with it than anything else. They seem to indicate unmistakably at the same time that the fears expressed in some quarters that we have reached a point at which further expansion will be slow and difficult are chimerical. Despite the visitations of famine, plague, malaria and cholera, children have been steadily flocking in larger numbers into existing schools, and only when schools were closed in their faces did their numbers diminish. From this reflection it is possible to derive some solid comfort. Deep-seated causes there may be which deter large masses of the population from seeking education, but a people that with stoical fortitude under an unparalleled succession of calamities continues to send its children to school in undiminished numbers need not be despaired of. There is no occasion for despondency or for talk of failure. Given schools and teachers in number and quality sufficient, the people for whom they are provided will not be indifferent to their opportunities.

But, 'it is an ill wind that blows nobody any good,' and though the numbers on the roll fell during 'the fatal years' the average attendance, thanks to stricter administration, increased. It must not be supposed that the decrease was universal. It occurred in only 28 districts out of 48 and in 8 of those it amounted to less than 100 scholars. The depletion took place chiefly in the eastern districts. Benares, which had shown an increase of 5,314 scholars in 1907-8, lost 6,317 ; Jaunpur, which had added 5,019 scholars, lost 2,602 ; Ghazipur lost 2,378 out of her gain of 5,490 two years previously ; Gorakhpur, Basti and Ballia, which had aggregated an increase of 8,960 scholars in 1907-8, lost 4,910 in 1909-10 ; and Azamgarh also lost heavily. In the next year there was a slight further decline ; Jaunpur, Ghazipur, Gorakhpur, Basti and Allahabad again lost heavily. In Gorakhpur and Basti cholera and plague were bad, and in Allahabad there was a financial crisis due to maladministration. A concrete case which will best illustrate the usual course of events is provided by the Chairman of Jaunpur, who writes as follows :—

The following table shows the number of schools and scholars, the number of teachers, and the expenditure on primary education during the last seven years :—

	1905-06.	1906-07.	1907-08.	1908-09.	1909-10.	1910-11.	1911-12.
Number of schools ...	209	185	180	173	201	189	205
Number of scholars ...	11,405	14,554	17,258	17,832	15,851	13,862	16,211
Number of teachers ...	285	325	450	528	509	476	435
Expenditure in primary schools.	27,189	32,788	42,041	42,904	44,032	48,605	51,048

It will be seen that with the steady increase in the expenditure, the number of scholars went up from 11,405 in 1905-06 to 17,832 in 1908-09. There was a fall in 1909-10 and again in 1910-11, but conditions improved last year. The reason is not far to seek. From the date of the special recurring grant, primary education had progressed at an alarming speed, if progress be judged by mere numbers All efforts were concentrated on increasing the number of schools and swelling the enrolment. To effect the increase, it had been found necessary to appoint a large number of teachers on Rs. 5 and Rs. 6 per mensem. A certain amount of artificial stimulus was doubtless in operation. In 1909, however, Government sounded the call for economy, each board had to pass its books in review and see whether they got full value for their money. It was accordingly decided that the old policy of expanding the enrolment at the cost of the teachers should cease and the teachers should receive a more respectable pay. The result was that in spite of an additional expenditure of over Rs. 1,000, the preparatory sections of 40 board schools had to be converted into aided schools and the grant-in-aid of some schools had to be withdrawn. The preparatory classes were however reamalgamated with the board primary schools to which they originally belonged. In addition to the reduction in the number of schools, the vigorous action taken by the board to remove fictitious entries that had been made to swell the enrolment also accounted for the marked decrease in the number of boys. The figures standing on the 31st March 1912 (16,211) are hopeful and represent the actual state of affairs.

When it is remembered that the census returns show a decline of more than half a million in the population in the last decade; that prices have risen, adult labour become scarce and child labour increased in value; that the grant of 6 lakhs for primary education has been exhausted; and that district boards have had to pay proportionately more for the cost of education, it is hardly surprising that the net increase in four years was not more than 20,000 scholars.

It remains to say a few words about the increase in the last year. It is general, having taken place in all but three districts, and in most cases it represents a more or less normal rate of expansion. The expenditure has again risen and at about the same rate as in 1907-08, the last year in which expansion also took place. How one erratic board has managed to show an advance of 2,276 scholars and 32 more schools, and thus more than make up for the loss of 1,111 scholars in the previous year, I cannot explain. The following is taken from the report of the Chairman of the Benares District Board : "At the end of the year demi-official orders were received to reopen the 120 schools closed three years ago, with funds to be provided out of the 50 lakhs granted by the King at the Delhi Darbar. The number of scholars in the district board vernacular schools has therefore gone up this year from 10,442 to 19,984, and the net increase in primary vernacular schools of all kinds is 8,361." The case of Benares furnishes an admirable illustration not only of the unwisdom of precipitate expansion without counting the cost, but also the financial limitations of local boards and the virtue of an Imperial grant. Altogether taking the rough with the smooth, we may conclude that the progress of primary education, considering the difficulties of the period, has been not unsatisfactory. "Too much prominence," as the Chairman of Aligarh reminds us, "should not be given to numbers in estimating the spread of education." But even in respect of mere numbers, if the last year be taken into account, progress has been considerable, while the schools are more efficient, and there are less 'dummy' heads among the scholars.

Expenditure.

The total direct expenditure on schools for Indian boys rose from Rs. 13,23,328 in 1906-7 to Rs. 16,26,104 in 1911-12, but the rise has not been continuous. An increase took place in the first two years of the quinquennium until the figure Rs. 15,52,550 was reached. Then there was a fall to Rs. 15,19,925 in the third year, succeeded by a slight rise in the fourth year to Rs. 15,33,876. In 1911 boards received a small grant of Rs. 25,000 from Government for improving the pay of teachers, especially of those who did not get the prescribed minimum, and last year they appear to have been more in funds.

For the next few years the share of the grant of fifty lakhs which falls to these provinces will enable the boards to finance some of their programmes for advancement. The increased expenditure has been devoted almost entirely to district and municipal board schools. Owing to the closing of worthless aided schools and to the opening of more board schools the expenditure on aided schools has increased from Rs. 2,63,953 to Rs. 2,73,902 only, while that on State schools has risen from Rs. 10,43,460 to Rs. 13,22,730. The latter constitute more than half of the whole number of schools and the education they supply is much more costly than that supplied by the former. The average cost per scholar in all kinds of public schools is Rs. 3·7 and the average amount paid by him in fees is Re. ·3. In State schools the average cost per school and the average fee are Rs. 4·2 and Re. ·4 respectively, and in aided schools Rs. 2·2 and Re. ·2 respectively. The difference in price corresponds pretty accurately to difference in value in the great majority of cases. The total amount paid in fees has risen from Rs. 97,648 to Rs. 1,34,176. The scale of fees as a rule is three pies in the preparatory section, six pies in the lower primary section and nine pies or one anna in the upper primary section; but sometimes no fee is charged in the preparatory section, and liberal exemptions are allowed in all. Some boards in the absence of other resources have raised the fees in order to pay for sorely needed extra teachers.

Upper and lower primary stages.

It has been customary for some years to distinguish and discuss in the annual report of these provinces the relative proportion between upper and lower primary schools and scholars. The importance of making this distinction has been recognised this year by the Government of India, which has ordered that the figures for these stages shall be shown separately. It has also been emphasised by the prominence given lately to the question of diffusing elementary education amongst the masses. In comparing the figures it is necessary to take the first year of the quinquennium, namely, 1908, as the starting point in regard to the number of scholars in the upper primary stage. The number of such scholars recorded for 1907, *viz.*, 62,325, returned as reading in only 2,737 upper primary schools is incorrect for the reason given in the note below the table on page 51. But the mistake appears to have been repeated in later years in the figures for some districts, and two cases were again detected only two years ago. It has now been entirely eliminated. While therefore we may compare the number of upper primary schools in 1907 and 1912, we must compare the number of scholars in 1908 and 1912. The number of upper primary vernacular schools has increased during the quinquennium from 2,737 to 2,982, and although alternate rising and falling has occurred they have been too slight to arrest the upward movement. The statistics of upper primary scholars during the last four years are still more satisfactory, as a glance at the table on page 51 will show. Except for a slight set-back in 1911 the number has risen steadily from 41,449 in 1908 to 48,252 in 1912. The bulk of these schools belong to district boards and their relative proportion to the whole number has increased. In 1907 the figures for board, aided, and unaided schools were 2,270, 452, and 15 respectively. In 1912 the corresponding figures were 2,598, 360, and 24. But the proportions become still more striking when we compare the enrolment in the different kinds of schools in 1908 and 1912. It is to be noted that the enrolment rose very considerably in both these years, and thus the comparison is made for two good years. In boards schools the number rose from 37,512 to 44,572, in aided schools it fell from 3,781 to 3,432, and in unaided it rose from 156 to 248. These facts suggest that board schools are easily the best instruments for spreading and establishing an efficient system of elementary education, that aided schools for the most part fail, while unaided schools are too few to have much significance. The development of the board schools is due to a continuous policy, namely, transforming a lower primary into an upper primary whenever possible. For one reason or another it appears to have been generally impossible to do this in the case of aided schools. On the contrary, some upper primary schools have been either reduced or converted into board schools. If we look at the figures for each district in 1907 and 1912 we find that there are now 20 districts where upper primary board schools outnumber lower primary, as against 13 five years ago. These figures are in striking contrast with those for aided schools. Only in Etawah do aided upper primary schools outnumber lower primary, and only ten districts have more than ten such schools. It must be remembered that board schools have been more sheltered from the breath of the tempests that

have blown on elementary education during the quinquennium, and have been the last to succumb; but it is a sign of progress that the aided schools which survive have a larger enrolment in the upper primary section than they had. Still in spite of the efforts that have been made the upper primary sections only contain just over 10 per cent. of all primary scholars.

Spurious and ephemeral education.

The figures and the facts they symbolise are instructive and throw light on some important problems which are now-a-days much to the fore. In the first place they show that upper primary schools are the most stable part of the educational edifice, and possess the greatest resistance to the pressure of adverse influences; but in the second place they show that they are plants of very slow growth. It has taken four years to raise the average enrolment of State upper primary schools by two, and to bring 253 more schools into existence. Lower primary schools on the other hand easily pass in and out of existence, and they fall like dry leaves when the ill wind blows. It is easy to extemporise them; it is possible to diffuse education of a questionable value by multiplying them; but it is not so easy to make them steadfast. It may be said that even ephemeral schools do something to popularise education. This is a question upon which opinions will probably always differ. "The effects of lower primary education," a chairman reminds us, "are for the most part transitory and the boys soon forget much of what they have been at pains to acquire, unless they receive a further grounding in the upper primary classes." And an Inspector remarks, with some hyperbole perhaps, "The lower primary schools are becoming more and more unpopular as they serve no useful purpose in the eyes of the villagers. To some extent they are right in their complaints. Boys who stay at home after passing the lower primary standard know nothing in the way of keeping accounts or writing letters. Thus they are of no use to their parents, who think that they have wasted the time they spent in the school. Under these circumstances there is a regular demand for upper primary schools everywhere." Thus the lower primary product is not a very good object-lesson or advertisement for education in the eyes of the cultivator. Good, easy man, he is perfectly willing, perhaps pleased, to let his boy—and sometimes his daughter also, if sufficient moral suasion is applied—go to school, as long as he has no use for either in the home or in the fields; but as soon as the boy's labour becomes a pecuniary asset—and its value is probably much higher now than it was a few years ago, owing to the scarcity of labour—he withdraws him; while for the girl marriage or its near approach furnishes the time-honoured reason for staying away. Though there is a steadily increasing demand for genuine education, a demand, which the present resources of the boards do not allow them to meet, education is still far from popular amongst the great mass of the population. But in so far as its unpopularity is the result of its poor quality, it lies within the bounds of possibility to overcome indifference by an improvement in its value. The Chairman of Meerut says: "Experience here certainly points to the popularity of the upper primary as against the lower primary school. The district proportion is higher than the provincial one as noted by the Director last year. I consider the proper co-ordination of upper primary schools with subsidiary lower primary and aided schools one of the most important problems of the future." The conclusion seems to be that, whatever scheme is adopted, education can only advance in the future by the same means which have helped in the past: employment of more and better teachers, better pay, better buildings, and, not least though last, better administration. Impatient idealists must come to recognize that progress, if it is to be solid, will not be very rapid.

Examinations.

Certain changes have taken place in regard to examinations in primary schools. The arrangement by which examinations were held by the teachers themselves without proper check did not prove entirely satisfactory. In the first place, it was found that the teachers were sometimes wanting in judgment or were too complacent or timid. Secondly, such check as there was, often took place so late that it amounted to nothing more than a formality. A genuine check examination is now held soon after the teacher's promotion examination, and the result is that promotions are given with more discrimination and honesty by the teachers.

The number of candidates for the upper primary examinations has risen from 19,547 to 25,160, and of those who passed from 14,941 to 19,439. These numbers are evidence of the steady though gradual growth of primary education.

On one occasion a warning had to be uttered against undue leniency, but on the whole the examination seems to have been conducted with good sense and judgment.

The supply and efficiency of teachers.

The conclusion arrived at the end of the preceding quinquennium was that though there had been considerable improvement both in the quantity and quality of teachers, they were as a class distinctly underpaid, too few were trained, and too many of them badly qualified. It is evident that these defects are all intimately interrelated but before the quinquennium closed Government indicated one root of the disease by declaring that the minimum salary of a primary teacher should be Rs. 8 a month. The declaration was only an ideal for the boards to set before themselves to work up to. Eight rupees cannot be called an extravagantly high salary, but it was far more than a large number of teachers were receiving in 1907. Nothing can illustrate the difficulties of the position better than the fact that it has taken another five years to make this minimum standard universal. Boards have always realised the desirability of paying better salaries, but they have pointed out regularly year after year that, though they see and approve the better course, they have been compelled much against their will to follow the worse. Meanwhile prices have gone up all round, and either the minimum stands in need of enhancement or should be supplemented by a maximum; for a minimum standing by itself has an unfailing tendency to become the maximum. The great need of the future is to introduce a suitable grading, in order that the teacher may have some sort of career to look forward to as the reward of good work. The stagnation, which undoubtedly exists at present very generally, is well illustrated by the figures given by the Inspector of Rohilkhand. In that division, leaving out of account Bijnor and Moradabad, where the minimum is Rs. 10 and Rs. 9 respectively, there are 702 teachers, of whom only 11 get more than Rs. 12, and 163 get between Rs. 10 and Rs. 12. The rest, *viz.*, 528 in number, get less than Rs. 10. The Inspector of Meerut thus comments on the same evil:—

> The minimum of Rs. 8 prescribed by Government has been reached in every district, but the numbers on this grade are excessive when compared with the higher grades. Aligarh, Bulandshahr, and Meerut districts have more grades of Rs. 10 than the remaining districts. In Bulandshahr and Meerut nearly all teachers in independent charge of schools, including those teaching up to the lower primary standard, are paid Rs. 10. Last year in Muzaffarnagar owing to the small number of posts in the Rs. 10 grade the successful candidates returned from the normal school had to serve a long time on Rs. 9, which is quite unsatisfactory for qualified men from the normal school. In this division, where the average pay of an ordinary household servant is Rs. 8, it is difficult for the villager to understand that education is of much value when a teacher is paid at the same rate as many menial servants. Above Rs. 10 there are very few posts. In the five divisions of the plains there are no posts of Rs. 20 for village school-masters. There can be no doubt that the minimum pay of teachers, whether head teachers or assistants, should be raised to Rs. 10; but possibly even more important than this is the necessity for increasing the number in the higher grades, so as to make promotions more frequent. If primary education is to advance, the status of the teachers must be improved so as to enable them to secure the respect of those amongst whom they work.

The Inspector of Kumaun gives a similar account of conditions in the hills: "The quality of the teacher is partly a question of pay, and although the minimum has now been raised in all districts to Rs. 8, that is, after all, little, if at all, above a coolie's wage and does not attract the best men. Moreover, an enormous proportion of the teachers are on the minimum, and effective regrading is needed to make the service as a whole attractive."

When the inducements are so inadequate, it is not surprising that a large number of teachers are poorly qualified and do their work badly. Still there has certainly been a great improvement in qualifications. In some parts men who have passed the Vernacular Final examination are obtainable for even aided schools. The district training classes are furnishing an annually increasing addition to the ranks of the profession, and not only so but a better qualified type of man is available for training in these classes than was originally contemplated. The following figures illustrate present conditions. In Lucknow division 643 out of 1,300 district board school teachers are trained, 367 having been trained in the normal school and 276 at the district training classes. Of the untrained 442 have passed the Vernacular Final and the remaining 215 are uncertificated. Aided schools have only 19 trained teachers out of a total staff of 506; of the rest 31 are Vernacular Final passed and 456 are uncertificated. In the Benares division, where, it is said, "the proportion of trained teachers has satisfactorily increased during

the quinquennium," only 641 out of 1,926 are trained, and the number of vacancies exceeds the number of men turned out by the training institutions. As one of the objects to aim at is to replace the untrained by the trained, it is clear more training classes are urgently required. In Meerut, where 560 teachers out of 1,723 are trained, it is estimated that the percentage of such men to the total number has risen from 25 to 32 per cent. But it is not merely a question of paying teachers better, or of replacing the incompetent and ill-qualified by the competent and the well qualified. There are not enough to go round. Board after board reports that more teachers are wanted both for existing schools, which are understaffed, and for new schools which they would like to open. But it is the old trouble. Funds do not suffice, and sometimes to prevent overcrowding admissions have to be discouraged and even stopped for the time being. Thus the Chairman of Agra writes; "In nearly all schools the number of scholars has increased so much that it has become impossible to impart instruction efficiently. The board has no funds to employ extra teachers and consequently new admissions had to be stopped." The case of Agra is by no means unique, but it would be tedious to multiply quotations to demonstrate notorious facts. The Inspector of Agra calculates that in his division the actual number of teachers —951—should be raised to 1,320, and that this would involve an additional expenditure of Rs. 36,384, on the basis of Rs. 8 a month and one teacher to two classes—not a very extravagant requirement.

Buildings.

The question of buildings is important for many reasons. From the sanitary point of view it is desirable that boys should have sufficient light and sufficient space and air to breathe in. From the educational point of view it is desirable that the form and size of the building should be suitable for teaching. From the point of view of expansion they should be numerous enough and roomy enough to take in more scholars. Buildings are divided, as is well known, into three kinds: State buildings, hired buildings, and borrowed buildings or *chaupáls*. By universal consent the second and third classes of buildings are as a rule unsatisfactory. Progress consists in gradually increasing the number of State buildings at the expense of the other two kinds. During the quinquennium a good deal of work has been accomplished, and the material surroundings of schools are much more satisfactory than they were. Considering the demands made upon them for improving accommodation in vernacular secondary schools as well, and their limited resources, the boards have done creditably. They have been assisted by Government on two occasions: first, by the distribution of Rs. 82,705 saved from the six lakh grant for buildings and furniture, and, secondly, by a further grant of Rs. 50,000. This grant was particularly welcome in districts where schools had been damaged and even washed away by floods. The following accounts illustrate what has been accomplished during the five years, and are no doubt fairly typical of other divisions for which figures are not available. They also show how much leeway yet remains to be made up—the Inspector of Lucknow writes: "During the last four years, 59 board school and 91 aided school buildings have been erected, in addition to extensions and alterations made in many others. Of the 717 boards schools in the division, 525 are now held in district board buildings, 8 in rented buildings, and 184 in borrowed houses. There is still however a great deal to be done in each district in the matter of extending and improving the accommodation. Of the 450 aided schools, 51 are held in buildings of their own, constructed with the help of district boards' grants, 3 are held in rented houses, and the remaining 396 in houses or rooms lent for the purpose. The accommodation thus provided is in many cases very inferior and unsuitable." The Inspector of Benares has given a table which shows that 178 new buildings have been erected and 7 extensions made in his division at a total cost of Rs. 1,34,658, of which Rs. 90,934 was met by boards and Rs. 43,724 by special grants. He adds that 98 extensions and 90 new buildings are still urgently required. In Rohilkhand 395 schools out of 599 are located in State buildings, 67 in hired buildings, and 137 in borrowed houses. It is remarked of all of them that they are, as a rule, small and unsuitable. Recently the boards have been required to draw up programmes of expansion, and this among other reasons has directed attention to the need of a standard plan. In the past great variety of opinion has been held, and indeed is still held, about what a primary school building should be. Amongst the reports this year, one view favours a roof of grass

thatching covered with corrugated iron ; whilst another points out that corrugated roofs are inconvenient in the hot months, leak badly at the joints in the rains, and are very cold in the winter months. Again, some favour *kachcha* buildings because they are cheap, while others prefer *pacca* buildings because they cost less in repairs. *A propos* of this the Inspector of Rohilkhand quotes the experience of Budaun, where out of four buildings put up in the last five years two have already fallen down, and a third has had to be dismantled owing to its precarious condition. "Profiting by this experience," he says, "the board has decided to build *pacca* buildings in future." The situation imperatively demanded standardization, and boards were constantly calling out for guidance. Type designs for upper primary and lower primary schools have been drawn up by the Department in consultation with the Public Works Department. The materials are to be *kachcha pacca*, and the expense is to be kept down to a minimum. Some boards still hanker after more expensive buildings ; but it is clearly necessary to keep the cost low, if education is to be diffused, otherwise the non-recurring expenditure will be prohibitive. Mr. Rust, Inspector of Meerut, makes the following observations on primary schools generally :—

In many primary schools, even in those which have State buildings the accommodation is quite insufficient. Boys often work in verandahs, which are far too narrow, and sometimes in the open air, as the Deputy Inspector of Muzaffarnagar reports. However district boards have been spending money on these schools and I suppose we must be content with only a gradual improvement. If there is to be any real acceleration in the improvement, district boards must receive considerable grants for this purpose. It would seem that the first call on the grant-in-aid funds should be to provide satisfactory accommodation in existing schools. But it does not appear likely that much money will be ear-marked for this purpose in the near future as the general cry seems to be for quantity rather than quality. Schools are often held in *chaupáls*, which are really intended for village guests and for use on occasions of public festivity. Some of them make fairly satisfactory schools but many of them are unsuitable. They generally consist of one open room and a small compound. All the classes have to sit in this room ; at any rate when the weather is wet, and it must be extremely difficult to carry on work under such conditions. Many of the State buildings were built when the schools were much smaller and badly want enlarging. Aided schools are held generally in *chaupáls* or in the manager's house. I am told that when they are held in the manager's house, the work suffers from interruptions by visitors and from the loud conversation of the members of the family. There are very few aided schools in which the accommodation is satisfactory. At the end of the last quinquennium the percentage of primary schools occupying State buildings was 52·8. The percentage now stands at 61·7, which shows some advance, but the rate is far too slow. It is difficult to understand how any one who knows anything of the present conditions can fail to realise how far we are from being able to cope with any such large and sudden increase of numbers as would result from the introduction of free or compulsory education. Utter chaos and utter inefficiency would be inevitable for many years. By all means let us keep that end in view but let us face the fact that the promised land—a land flowing with the milk and honey of the three R's—is still far distant, and that though the younger amongst us may eventually get a seat on Mount Pisgah, yet there are still many years of wandering in the wilderness before the children of India.

Aided schools.

The genesis of aided schools and their general characteristics were described in the last quinquennial report. Further touches have been added in subsequent years, and their lineaments are now too well known to need exhibiting afresh. The reality rarely possesses any resemblance to the ideal orginally conceived. The extraordinary diversity of policy in regard to them, displayed by educational administrators, has also been very fully discussed. The elusiveness of the management, the poor qualifications of the teacher, the wretchedness of the school room, the beggarliness or complete absence of equipment, the starvation wages of the teacher need no further illustration, unless the following touch from an inspection report of this year be added. "In some cases the teachers hold school at their own houses or in the *chaupáls*, or set up a *chhappar* outside the village by begging for some straw and collecting something from boys to defray the cost of making it." During the last five years aided schools have been through a trying ordeal, and the winnowing fan has been wafted with some vigour. As already indicated, a large number has vanished in the process. But the mischief which need never have been caused, began in the initial stages. Had the principle that a grant-in-aid is conditional on individual enterprise been insisted on, many worthless schools would never have come into existence. There are always plenty of people who will take something for nothing, and the greed for quick return of numbers played into their hands. The result was a large number of bad bargains, which the trying conditions of the quinquennium unmasked. As the fortunes of aidedschools have given rise to much anxieties, the deliberate

judgment of the Inspector of Gorakhpur after a survey of their rise and decline and fall during the period deserves to be quoted :—

> The artificially inflated education could not but subside to its normal dimensions. The motive for interest in education being wanting, the *zamindars* have withdrawn their assistance. Without the help of the *zamindars* the teachers of aided schools are beginning to find the grant-in-aid of the board too miserable a pittance to live on. They resort to the extortion of their pupils which the latter resent when it gets beyond a certain limit. Thus, what with the parents unwilling to pay, the teachers unable to make two ends meet, and the *zamindars* no longer ready to provide for schools, there is no wonder that one school after another has to be closed. The expansion had been made at a sacrifice of efficiency. Therefore the interests of efficiency itself are in many cases demanding a contraction, to say nothing of the limited resources of the board and the unworkable nature of some of the schools. Personally I am not sorry for the loss. It is like the amputation of the gangrened finger which saves the rest of the body. After all, the loss of these aided schools even in mere figures has not so very deeply affected the primary education of the division as a whole during the quinquennium. Although it has made us 33 schools short (counting both aided and board primary schools) since 1906-07, yet on the other hand we are 4,693 scholars to the good. Therefore there has been a gain on the whole. Moreover the loss in the number of aided schools represents gain in efficiency and in sound finance.

The future of aided schools.

The aided school system or, to speak more accurately, want of system—for every board seems to have done what was right in its own eyes in the administration of the rules—was introduced some sixteen years ago in order to provide a cheap means of extending educational facilities throughout the country. It has had a somewhat chequered career, but has held its troubled way until now through good and evil report. There are not wanting many, who after trial have openly begun to doubt its efficacy ; many perhaps never believed in it at all. To-day it stands, as it were, at the crisis of its fate. It seems uncertain whether it will pursue a separate path or be merged in some vast system of universal State education. In extenuation of its failure it may justly plead that it has never been given a fair chance. When administrators complain that private venture schools are worthless, because the grant is the sole means of livelihood of the miserable teacher ; or that the manager is a mysterious shadow in the background with no more substantial existence than the celebrated Mrs. Harris, or that the accommodation is wretched and inadequate ; or that even where there is a real manager he withdraws his support as soon as his relatives are educated ; or that the school is not worth keeping open, because children will not attend, are they not themselves somewhat to blame ? They have in fact been giving cheap what is worth nothing or next to nothing ; enquiries have been too casual or the conditions of the grant-in-aid rules have not been insisted on. Nor, again, is it fair to the aided school to treat it as a kind of "feeler" or "test work" to be abolished in favour of a board school as soon as a demand for education is established. To bring to birth an aided school with the deliberate intention of knocking it on the head as soon as it proves itself a healthy infant is clearly a cynical stultification of the purpose of its being In the piping times before the famine and when the six lakh grant still poured its golden stream and mere increase of schools and scholars was confounded with educational progress, all went merry as a marriage bell ; but when the land was ravaged with scarcity and pestilence, and the sinews of war were curtailed, the boards had to ask themselves seriously whether they could afford to cast their bread upon the waters with so little hope of finding it again. Worthless schools were weeded out, attendance was more closely scrutinised, and new schools were opened with much greater caution. Since that time aided schools have had to prove their value, and the practice has been growing of demanding some guarantee of local support before making a grant-in-aid. The following accounts from district boards are worth quoting. In Meerut, where 19 out of 89 schools are "guaranteed," it is remarked: "There can be no doubt that this class of school promises well here. The villagers generally are well-to-do and hitherto there has been no difficulty whatever *in collecting the cash guarantee in advance.*" The italics are mine. If the phrase means that the board levies collections from villagers to assist it in maintaining schools, the original idea of an aided school is being reversed. The Inspector's description of the system seems to bear out this description of the case, for he says :—"The villagers pay Rs. 48 a year in two instalments and the district board pays another Rs. 48, bringing the monthly income of the teacher up to Rs. 8 per mensem. I understand that this year more schools are being brought under this system. There can be no doubt that the system is sound and should be extended, if possible, but

it must depend very largely on the enthusiasm of the chairman and it would be interesting to see how far it would prove successful in other districts." Something of the same kind seems in force in Bulandshahr for "it has been decided to grant aid to those villages only where the people are willing to pay at least half the cost of maintenance of the school and there is a good hope of its remaining in existence at least for four or five years." In Budaun too "no grant is given until the school is satisfactorily equipped, has a separate building assigned for it, and its manager agrees to deposit in advance an amount equal to three months grant sanctioned by the board and also to pay each month his contribution which together with the district board grant is paid directly to the schoolmaster. If the manager discontinues his contribution, the grant automatically ceases after three months." In Ghazipur the manager is required to pay an amount equal to half the grant-in-aid, and in Gonda the same rate of deposit is exacted from the managers as in Meerut. It may be argued in justification of this levying of a new kind of rate that a guarantee, unless deposited with the board, may be as illusory as the phantom manager. The Inspector of Agra, who describes a custom of calling upon a *zemindar* to sign a bond to contribute to the upkeep of a neighbouring school, remarks, "even this obligation may be evaded by the teacher being compelled to acknowledge the receipt of money he never receives;" and he suggests that the system is only a method of levying a direct tax from an unwilling people. The system undoubtedly has its merits, especially in times of stringency, but to call it the aided school system is somewhat of a misnomer, unless giving aid to a board is the same thing as receiving it. The proper policy seems to be that recommended at the Allahabad Educational Conference "that board schools are ordinarily better than aided schools and should, if possible, be increased in number; but when this is financially impossible, then aided schools under recognised management should be increased, but not private venture schools."

Municipal board schools.

The chief part of the burden of primary education is borne by the district boards. But a small part is shared also by the municipal boards, which both maintain and aid schools. The latter however have not distinguished themselves as a rule as educational managers, and indeed with hardly an exception possess no proper machinery of their own for the proper conduct of administration. The majority wisely, though not very logically from the point of view of self-government, contribute a proportion of their income to district boards to administer the schools for them. This plan is certainly the most satisfactory for the smaller municipalities that cannot afford agencies of their own. When they administer themselves, the results are rarely good. It is only larger municipalities which are capable of grappling with the problem of education. The Benares municipality maintains 20 schools for boys including a middle school and a preparatory school for boys of well-to-do parents. Except in the latter two schools education is free. The sub-committee manages the school and a supervisor is employed for inspecting purposes. The schools are reported to be in a fair condition, thanks to the efforts of keen gentlemen on the board. The experiment at Lucknow which is on a much larger scale has been watched with interest and the following account of it is given by the Inspector:—

> There are 40 schools and 3,412 scholars in the city (including one vernacular middle school). Although the number of upper primary schools in the city has risen from 8 to 13 during the year, the number of boys in the upper primary stage is still exceedingly low, being hardly 4 per cent. of the total number of scholars. The primary school staff in the city consists of 79 teachers of whom 21 are trained and 57 hold the Vernacular Final certificate. There is only one uncertificated teacher. The development of these schools has been rapid and is one of the most interesting features of the quinquennium in this division. The staff is generally sufficient and is well paid. The schools however do not yet compare favourably with district board schools to which they are generally inferior both in point of tuition and discipline. Some of the schools have been allowed to grow very congested and there has been, generally speaking, a marked want of disciplinary control over the teachers. There are signs that the municipal authorities are beginning to recognize these defects and it seems probable that they will in the next few years effect a considerable improvement in the organisation of their educational work.

A word of praise is also due to the Bareilly municipality for the growth of schools within it during the last few years. But, speaking generally, municipal vernacular schools are inferior to district board schools which is contrary to what might have been expected. The expense and difficulty of securing suitable and sufficient accommodation no doubt greatly impedes progress, but want of interest and maladministration are the chief stumbling blocks. The time has arrived for

a full and careful scrutiny of the ways of municipalities in dealing with elementary education. They need guidance, but whether they would welcome it is doubtful. At present they are a law unto themselves and the results of so much license are not very creditable.

Schools for depressed classes.

The school-going population has from time immemorial been confined to the higher or 'clean' castes, and the idea of throwing them open to the low castes has been repugnant to the Indian mind. But lately a certain amount of interest has been displayed in the depressed classes by leaders of opinion, but generally the interest has not got beyond academic discussion of the claims of all to education. Still the recognition of the right is something. This year, however, cases are reported of actual work being attempted in different parts of the province, more especially in Meerut and Dehra Dun. The Inspector thus describes the school he visited in Dehra Dun: "Excellent work is being done and boys are all very keen. They come along as soon as their work is over and stay for about two hours. They are taught reading, writing, and a little arithmetic. The schools are conducted by the Arya Samaj and, as far as I remember, there are about 150 boys in the three schools that are being maintained." In Gorakhpur the district board have provided teachers (three appointed by the Salvation Army and two by the board) in five Dom colonies. The Doms are said to be much opposed to the education of their children, and the progress up to the present is meagre; but as the Chairman remarks, "they started as an experiment and may possibly prove the pioneers in low-caste educational institutions." In Allahabad and Benares there have been meetings to discuss schemes for educating artisans and domestic servants' children, but subscriptions did not flow in readily and the promoters seem to be rather discouraged. They need not anticipate anything but sympathy and help from Government should anything come of their efforts.

Rural and urban schools.

The curriculum is practically identical in rural and urban schools, the only difference being that drawing and object lessons are made compulsory at an earlier stage in urban schools. The majority of the boys attending both kinds of schools belong to the same class, *viz.*, the literary castes, and require the same kind of instruction. Moreover, the staple of education in our elementary schools consists of the three R's and these are as necessary to the village boy as to the town boy; for it is, or should be, the object of all to be able to read, write, and reckon. Similarly simple drill and physical exercises are suitable for all classes of scholars. It is possible to adapt object lessons to the different types of scholars, but they hardly count as a means of differentiation. The following account taken from the report of the Shahjahanpur Board describes a curious and interesting attempt to put object-lessons to a practical purpose:—

> During the year under report object-lessons in *eri* silkworms were introduced into 24 selected primary schools. The experiment was successful. The teachers did their best to teach the subject intelligently. Their notes were satisfactory and their efforts in feeding the worms and making the experiment successful were commendable. They tried their best to induce others to rear the worms but they were hampered a great deal owing to the fact that the cocoons are sold at so low a rate, *viz.*, Rs. 2 a *seer*. This is the real crux of the situation. If no more than Rs. 2 a *seer* are obtainable I fear the industry will never flourish. They cannot get the silk spun in the village, for had they been able to get this done they might have utilized it in making their own clothes. So far as the teachers and their pupils were concerned, the experiment was a great success but it failed to attract the attention of the public as was hoped.

Even should the experiment prove a failure, so far as the promotion of an industry is concerned, it would be a pity to drop it as an educational one. After reading through the lessons and instructions to the teacher I feel sure that for their own sake they are worth continuing. The question however whether a directly rural and even agricultural bias could be given to elementary education with a view to rendering it alike more attractive and more useful to the cultivating classes was taken up by Government in 1909 and a special and representative committee was appointed to investigate the matter, to undertake the preparation of a new series of readers and draw up a syllabus of object-lessons for use in primary schools. The committee has met several times, passed many resolutions, done a good deal of work through its sub-committees, and has submitted to Government a syllabus of object-lessons suitable for introduction into primary schools. It has also proposed certain modifications in the curriculum. But its work is still unfinished and none of its recommendations has yet seen the light.

At the close of the last year there were 1,689 urban schools attended by 1,03,138 scholars, and 10,003 rural schools attended by 482,355 scholars, the expenditure being Rs. 10,07,218 and Rs. 19,38,612 respectively.

The courses of study in rural schools.

Suggestions have been made from time to time by persons interested in the education of the masses, but not themselves directly concerned with it, for making the courses of study more useful and thereby rendering primary instruction more attractive. The question was first raised in the Legislative Council by a non-official member, whether it would not be well to introduce into the curriculum subjects more closely related to the every-day life of the people, and after some discussion there it was referred to the committee on rural education, mentioned above. There are two schools of thought—outside the Department—wide as the poles asunder, in regard to what elementary schools should teach: one set of opinion would utilize the schools for the dissemination of useful information, on such subjects as agriculture, sanitation, malaria, plague, hydrophobia, snake-bite, rent and revenue law, co-operative banking, the silk industry, and even the state of the yarn-market; the other would confine instruction strictly to the 'Three R's', not even admitting drawing or clay modelling, observation lessons or geography. Amidst the bewildering multitude of counsellors the Department has kept on its course undisturbed, holding fast by the guiding principle that a school is first and last a training ground of faculty and that nothing which cannot be made to minister to that purpose has any claim to admission into its courses of instruction. That in refusing to turn aside it has satisfied neither party goes without saying, and that not a few hard things have been said about it was to be expected; but the enthusiasts for useful knowledg are apt to forget that, just as you cannot pour a quart of liquid into a pint-pot, there is a limit to the amount and nature of what can be stuffed into a child's head. On the other hand the 'Three R's' are not in themselves a sufficient training for the intelligence. The powers of observation and reasoning need to be cultivated, and no harm will be done by using things of every-day life for observation lessons and by training hand and eye by means of simple drawing and modelling. A little 'local geography' too will help to quicken a child's interest in its surroundings. It is alleged that the country folk object to their children spending time at school on studying anything but the 'Three R's'; but their real objection is not to their learning other things, but to the poor results of the literary instruction given. If by awakening the intelligence generally, the child's progress in its studies were accelerated and its memory made more retentive, there would be less indifference to education on the part of the people. But if either of these two schools of thought is to prevail, the Department will hope that it will not be that which is urging upon Government the claims of 'useful knowledge.' When the little rustic, returning to his home from school, prattles of the life history of *culex anopheles* or urges upon his father alterations in his practice of agriculture, the latter may retaliate by enquiring why he cannot yet read a simple sentence or add correctly, and in his unenlightenment decide that the school is no fit place for a son of his.

CHAPTER VII.

TRAINING INSTITUTIONS FOR TEACHERS.

For masters in European schools.

The provinces are without any institution for the training of masters in European schools. But a certain number of vacancies at the training class, opened five years ago at Sanawar in the Punjab, are annually given to candidates from these provinces. The United Provinces Government grants stipends to them during the course of their training. The arrangement is quite satisfactory, the only complaint being that it does not afford a sufficient supply. So far eighteen candidates have been trained. The liberal supplementary grants instituted four years ago by Government towards the salaries of trained teachers have acted as a stimulus to young men to qualify themselves, and that men greatly benefit by the training given at Sanawar no one who has seen them before and after it can doubt.

For mistresses in European schools.

Training has been concentrated during the quinquennium at two centres, *viz.*, All Saint's Diocesan College, Naini Tal, and Woodstock College, Mussooree. These classes are sufficient to supply the annual needs of European schools. About 12 candidates a year on an average have been trained. The examination, which consists of both a written and a practical examination *in situ*, is now conducted by the Inspector of European Schools and the Principal of the Allahabad Training College. There has been much thorough and conscientious work on the part of the students and painstaking earnestness on the part of the staff, but it has been a difficult problem how to put the work on the right lines. The chief difficulties are the lack of general education in the students, the undue attention devoted to rather barren theory, and inadequate provision of opportunities for practice in teaching. The first seems insurmountable, at all events at present, but something has been done to make theoretical principles easier to digest, and courses in ordinary subjects are given in order to consolidate knowledge. The better and more liberal organization of practical work has also received careful consideration.

Training College, Allahabad.

It was one of the recommendations of the Universities Commission that Universities should assist in every way the training of teachers in theory and practice, should arrange to hold examinations for the grant of licenses of teaching, and should provide suitable courses of lectures for teachers. The University, when approached upon the question of giving effect to this recommendation, insisted upon a radical revision of the arrangements for the training of teachers which had been in force since 1896. The single training college admitted both graduates and undergraduates, thus attempting the impossible task of training M. A.'s and Entrance passed men together; and the staff was not strong enough to teach up to the standard of a University degree. To meet the views of the University the Department proposed to start a new college for undergraduates elsewhere and to reorganize the college at Allahabad, by giving it a staff including a Principal and Vice-Principal in the Indian Educational Service and an equipment adequate to the discharge of its higher functions. The proposal was supported by the Naini Tal Conference for the improvement of secondary education, and before long received the sanction of Government. The scheme took effect in 1909, when the opening of the Lucknow College set free the buildings at Allahabad for their new work. In the same year the University laid down conditions for the degree of Licentiate in Teaching and in the next the college was affiliated. Additional accommodation was provided in 1911. The fine new block contained offices, library, educational museum, science laboratory, lecture room, and a manual training workshop. A grant of Rs. 10,000 from the Government of India was spent during the year in books, furniture, and apparatus. It is a pity that there have not been more students to take advantage of the excellent opportunities afforded. The Naini Tal Conference, recognizing that the Educational Department failed to attract its fair share of the best graduates, recommended that special inducements should be offered to men to graduate and thereafter undergo a course of training. To this end special scholarships or stipends were created by Government, but recruits have so far not been numerous or of high quality. The Principal in his last report says, "There has been a decided falling off in the quality of our Arts graduates. In 1910-11, 60 per cent. of these were 'third class' men, but last year as many as 80 per cent. were from the lowest stratum of graduates." Fortunately the poor quality of the arts students was to some extent counterbalanced by a considerable increase in the number of men with science degrees. But even these were too few

to supply the needs of the Department. Another matter for regret is the scarcity of Muhammadans, on which matter the Principal pertinently remarks:—"These numbers (*viz.*, 2 out of an enrolment of 26) deserve the serious attention of the leaders in the movement for the extension of education amongst Muhammadans. In the first place they show that very few Muhammadans are qualifying themselves for active service in the forward movement; in the second place they are an answer to the complaint not infrequently heard from Muhammadans, that they are passed over for higher appointments in the Educational Department." I have more than once appealed to the authorities at Aligarh for assistance in finding suitable candidates and have promised to reserve stipends for Muhammadan students, but so far have obtained very little help from that quarter. I can only suppose that young men from the Muhammadan Anglo-Oriental College, Aligarh, can obtain better paid appointments than the Educational Department is able to offer to beginners.

The neighbouring Government High School was used as the practising school for the students and, in order to make the association more effectual, has lately been placed under the control of the Principal. But it was found insufficient for the needs of the college, and the authorities of the Kayastha Pathshala have kindly allowed the use of their school for the same purpose, to the mutual advantage of all concerned. These arrangements enable the college to fulfil the aim, which the Principal has set before him, of making the course of training as practical as possible and under normal conditions. To this end the University has also co-operated by reducing the amount of the theoretical side of the work, acting on the principle, not too commonly observed in India, that a little well done is better than a great deal half done. Only thus can theory illuminate practice, and practice test and illustrate theory. Another feature of the course is the attention given to special methods. Thanks again to the enlightened policy of the University candidates may offer themselves for special examination in particular subjects of high school education. Probably more and more attention will be paid to this aspect of the work as time goes on. Its great value is at present to emphasize a fact, which is often overlooked, that a course in the principles of teaching or even practice in teaching cannot help a teacher much unless he has knowledge and grasp of his subject. Only then will he know what methods suit his purpose best and how to apply them with effect. All these things make for greater reality in a branch of educational work which is too often afflicted by a tendency to hollow display. "Although," the Principal writes, "from the poorest class of graduates we cannot manufacture inspiring or even good teachers, we find training the third class man far from discouraging work. He comes to us a disappointed man, because, as he puts it, 'fate compelled him to enter this poor-paid Department.' But it is possible to get him to believe that teaching, although the sorriest of trades is the best of all vocations. At the end of the session he has ideals and interests concerning the profession he reluctantly joined, and if his skill in the class room is nothing to boast of, it is far greater than what he would have acquired by the light of nature." The most novel side of the training at any rate to the students is the course in the manual workshop. Twenty-five men have passed through the course and, what was perhaps hardly to be looked for, took readily to the work and showed in not a few instances considerable aptitude. But all have benefited. They have, the Principal writes, "learnt the difference between accuracy and vagueness, they know what perseverance means, and have gained, what most Indian teachers lack, a respect for work done with the hands." Recreation also claims a share of their bodily energies. They are passed through a course of physical training and have been keen enough on games to form two hockey teams out of their slender numbers. The staff has had uphill work and the material supplied has sometimes been rather discouraging. All the more credit then is due to it for having turned out a class of teacher recognized on all hands as a distinct advance upon its predecessors.

Lucknow Training College.

In accordance with the policy described above this college was opened for the training of undergraduates in July 1909. The old City Magistrate's court was taken over and converted into a building which is admirably adapted for the purpose of the college; there is a hostel, which though too small and needing extension, is comfortable; and the Principal has lately been provided with a house close by. The

college is in close proximity to the Jubilee High School, which is one of its practising schools, and the head master of which is the master of method. The numbers of students who completed their course in the first three years were 38, 46, and 47 respectively. 48 stipends are provided, 24 for Intermediates and 24 for Matriculants or School Leaving Certificate holders. For the former the period of training is one year, for the latter two years, unless they have served three years as teachers.

Formerly there was some difficulty in securing candidates, but it no longer exists, and quite a number of applications for admission have annually to be rejected for want of room. For men who do not proceed to college education seems to hold out as good a career as any other profession or occupation. The quality of the material for training remains rather mediocre. Intermediate applicants are not forthcoming in sufficient quantity and there is a preponderance of men who have passed only in the third division. This meagreness of intellectual and educational equipment constitutes a serious drag on the efforts of their instructors. On this subject the Principal writes feelingly:" Although the students now leaving the college are far the best which have come under my notice, yet the general level of scholastic attainments is still woefully low. It is in English and general common knowledge that students are so deficient, and this deficiency prevents them from making their teaching as bright and as effective as it might be." And the examiners in teaching report to the same effect, " Taken as a whole the lessons in history were, perhaps, the weakest of all the lessons in the various subjects that we saw. This is what one would naturally expect in the case of candidates, whose previous academic qualifications are as a rule so limited." Similarly, the examiners in the theoretical examination deplore a tendency to unintelligent repetition of ideas and phrases, which they attribute to imperfect comprehension and a want of decision and judgment in applying the general principles they have learnt to straightforward problems of class teaching and management. Formerly there was little to put into the scale against these deficiencies, for there was too little practice in teaching and that little was performed under artificial conditions. Two years ago, however, a great improvement was effected. Each student now has six weeks' teaching in school under normal conditions, and as the Jubilee High School could not afford sufficient opportunities for this, arrangements have been made for using the Husainabad and, with the kind permission of the authorities, the Reid Christian Collegiate schools as practising grounds. The greater stress and attention given to this side of the training has been thoroughly beneficial. "Taking it on the whole," write the examiners, " the results of the practical examination this year are very encouraging. The training given has evidently been of a very practical and stimulating nature and the pupil teachers themselves are evidently quite conscious of the benefit they have derived from their course. They have at any rate learnt to handle their classes properly and have gained ideas as to what to aim at in their lessons and what to avoid. They have learnt how to prepare a lesson and how to use their black board and how to make use of illustrations. They have seen a variety of methods employed and their ideas have been enlarged. They have gained confidence in themselves and have learnt to take pride and interest in their work."

Normal schools for masters.

The reduction in the number of pupil teachers to be admitted to a normal school, foreshadowed in the last quinquennial report, took effect in 1908. A comparison of the numbers now and five years ago shows a decrease from 707 to 466. The reasons which dictated this policy were the impossibility of properly handling classes of such unwieldy size and the difficulty of providing sufficient practice in the art of teaching. Further considerations were the decision to train lower primary teachers in district training classes and the fact that the smaller normal schools were sufficient to supply the annual wastage of teachers in secondary schools and among head teacherships of upper primary schools. The only division where the supply has proved inadequate is Kumaun, and it has been decided to raise the numbers at the Almora Normal School from 9 to 15 annually. The total number of students is made up of 213 Urdu and 253 Hindi candidates. Taken in the mass or the average there does not appear to be much disparity, especially as the Almora school is practically composed of Hindi students only, Urdu teachers being hardly ever required in Kumaun. But looked at in detail the figures are hardly satisfactory. Among the schools in the plains only at Lucknow, where the proportion last year was 40 Urdu to 36 Hindi students, is the

balance approximately true. Elsewhere local conditions seem to have resisted all efforts to secure equality between the tongues, Hindi preponderating in the Eastern and Urdu in the Western districts. The Inspector of Agra states that it is becoming more and more difficult to depute a proper number of Urdu knowing men. On the other hand at Moradabad the proportion is 82 Urdu to 16 Hindi students. Another defect is the scarcity of Muhammadans who seem proof against all efforts to recruit them in larger numbers. There is reason to think that selection is sometimes neither careful nor conscientious enough. The deputing officers seem to have scarcely realized their responsibility in this matter, but their attention has been called to it and returns have now to be sent in showing the distribution of Hindu and Muhammadan teachers.

An interesting event was the deputation to a normal school of two Tharu boys, belonging to an aboriginal race in a backward part of the Terai. Special arrangements had to be made for their admission, but the experiment has been well worth while, for it has been an encouragement to their community to take advantage of education. The Chairman of Naini Tal reports that an experimental middle school for Tharu and other backward classes was opened last year and will next year send up candidates for the Vernacular Final examination.

Certain changes in the location and accommodation of the schools have taken place during the quinquennium. In 1908 the Almora school moved into new and costly buildings, and the Lucknow school has been removed from its crowded quarters in the city to buildings across the Goomtee, formerly used as a lunatic asylum, a site, which though otherwise convenient suffers from the drawback of not affording suitable accommodation for the model school. Small structural improvements have been made elsewhere and accommodation on the whole is not unsatisfactory; but the Agra school needs more class rooms, and extensive additions and alterations are urgently necessary at Allahabad. Proposals have recently been made to move the Moradabad and Lucknow schools to the empty military barracks at Shahjahanpur and Sitapur respectively, and estimates for adapting the latter for school purposes have been framed. The scheme is contemplated not in the interests of the schools exclusively, but there would certainly be some advantage in taking them away from large cities, the atmosphere of which is liable to upset the mental balance of lads born and bred in a village or country town. Whether anything will come of the proposal is still uncertain.

Conduct has been generally satisfactory and a better account can be given of it than in the last quinquennial report. Apart from minor individual offences there are blots on the record at Agra, Lucknow, and Gorakhpur; but it is only fair to the students to say that the blame for these regrettable incidents is shared by the staff, whose connivance or negligence was contributary. In every case severe lessons were administered. The health of the students has, considering all things, been wonderfully good. Malaria was the only epidemic disease that attacked them, and that was only at one school, Lucknow. They kept immune from plague, which scourged the provinces heavily during the quinquennium; and in 1911, when it raged most fiercely in Gorakhpur, the normal school was the only educational institution which was not compelled to close. Physical training is carefully attended to. The students play games, such as cricket and football, and are put through a regular course of drill and gymnastics to fit them for teaching them afterwards in school. Their keenness is undeniable, and on one occasion a team which they had defeated summonsed the students of a normal school for assaults committed in the course of a game of hockey. The case was happily compromised out of court, when it came to be understood that no malice lay behind the vigour of the attack.

Steps have been taken to improve the system of instruction and training. The revised curriculum, which has come into force, provides a more liberal and suitable intellectual diet. A qualified drawing master has been added to the staff of each school with good results, clay modelling has been successfully introduced, and attempts are being made to introduce more reality into nature study and object lessons. The standard of the certificate examination has been raised, and stereotyped mechanical methods have been discouraged. But the traditions of a narrow and wooden system of training have taken deep root and are not easily or quickly eradicated; nor can too much be expected from a class of men whose mental outlook is and must remain necessarily circumscribed. The Inspector of Normal

Schools notes that "a genuine taste for reading books outside their course is still to be created among them." But it must be remembered that their time is very fully occupied with the necessary tasks of their daily round. Nevertheless it is true as the Inspector of Lucknow remarks that "their chief defect lies in the meagreness of their educational attainment," and "they are notoriously weak in language subjects and in such subjects as history and geography." The net result of a course in the principles of teaching too often appears to be, not the acquisition of real professional skill, but the absorption of a "hoard of petty maxims," which they are unable to apply intelligently. Frequently they do not unlearn the evil of the cramming to which they are exposed at school. The problem is a stubborn one, and the chief hope for the future lies in the gradual filtering into the schools through the staffs of the sounder methods of training now cultivated at the training colleges.

District training classes

The system of attaching a training class of six pupil teachers under the supervision of an instructor to one middle vernacular school in each district, which was described in the last quinquennial report, has been so successful as a means of training lower primary teachers that it has been greatly developed during the last few years. In 1907 there were 48 such classes with 274 pupil teachers. In 1911-12 the number rose to 109 with 649 pupil teachers. But even these are still too few to turn out anything like the number of trained teachers required, and there is a generally expressed demand by the boards for more to be opened. The Inspector of Rohilkhand writes to the same effect :—"The present classes do not meet the needs of the districts now and they are becoming more and more inadequate as primary education expands. There is a general consensus of opinion that the work of these teachers is much superior to that of old normal trained men or of men who have only passed the Vernacular Final examination." The figures illustrating the proportion of trained to untrained teachers give point to these remarks. But if needed now, such institutions will be more than ever necessary, if it is decided to make any sudden extension of popular education; for they are the drill grounds from which new recruits must be turned out to serve in the contemplated campaign to "break down illiteracy." Originally the Upper Primary Certificate was contemplated as the general passport for admissions but last year all but 27 out of 649 were middle passed men. If only this state of things can be maintained, the outlook for primary education will be very promising; but better terms and better prospects will be needed to keep up the supply. Six hundred and twenty-one candidates appeared for the final examination last year, and 550 qualified for a certificate. The work of the instructors is well reported on in almost every case, but in one instance the instructor fell out with his pupils and three had to be expelled and the rest failed to qualify. The Inspector of Normal Schools and Training classes reports favourably on the classes generally and seems to think the standard is improving. But 13 out of 51 classes visited by him are mentioned as "not up to the mark," a proportion that seems too high. Through misapprehension or contumacy in some cases the pupil-teachers have not been given sufficient practice in teaching, and extra teachers have been employed to share with them the responsibility for the progress of the classes which they teach. District inspecting officers will probably in future be more careful in this matter to see that the orders of the Department to which they have been restored are observed. "When pupil teachers," writes the Inspector of Agra, "are required to teach during a great part of the year for only one hour and a half daily, they are not receiving the kind of preparation which will fit them for the hard work they will have to do as teachers in village schools." One very practical method has been adopted in Kumaun. "A novel feature," the Inspector notes, "in the practical work of the training classes has been introduced during the year to remedy a defect which has often been remarked in connection with the subsequent school work of teachers trained in these classes, *i.e*, their comparative inability to handle successfully more than one class at a time. To put three or four classes under one teacher may not be an ideal arrangement, but it is unfortunately inevitable in the great majority of lower primary schools, and it seemed only common sense to give teachers under training in the training classes an opportunity of acquiring facility in carrying on such work. Accordingly it has now been made the practice in this training class and in most of the other training classes of the division to set one pupil teacher to conduct several classes simultaneously, the others looking on and criticising and when this is done once a week or so it is reported that good results are gradually attained."

There is one point which it is important to remember. These training classes are not popular with the teachers themselves, and are joined with reluctance. The latter are selected, at any rate in one division, and the practice may obtain elsewhere, from men drawing Rs. 8 or Rs. 9 as teachers. They are sent to the training classes with stipends of Rs. 6 or Rs. 5, and as many as 185 out of 649 receive Rs. 5 only. Naturally they join "very unwillingly," writes the Inspector of Normal Schools and Training classes, "and envy the fate of those selected for normal schools" whose stipend is Rs. 7. If they gained any immediate or even ultimate benefit, the temporary loss of income would be less irksome; but we cannot be surprised if they grumble when they are sent back to languish on their former pay or to remain on the same footing with the untrained. Of 104 trained in Kumaun, it is reported that more than half receive only Rs. 8, *i.e.*, no more than they could have received without training. A contented mind is likely to produce better work, and the fixing of better initial pay to successful candidates, *viz.*, Rs. 10 in the Lucknow district is of good example. There Deputy Inspectors now report no difficulty in recruiting suitable and well qualified candidates. Another evil effect of the low stipend is brought out by the Chairman of Jaunpur. "This restriction," he writes, "deprives the permanent teachers of the chance of getting any training, as the minimum pay which they now get is Rs. 8. They can ill afford the loss of Rs. 2 *per mensem* in addition to the risk of waiting for a long time to get an appointment on their return from the training school." To avoid this state of affairs, it is proposed that a teacher should be allowed to retain his lien on the post and get the same pay as he would have been drawing but for his deputation to the training institution." The restriction of the numbers to six has been criticised, partly on the ground of the need of more teachers, partly on the ground of economy. One district has been temporarily allowed to have classes with 8 pupils and elsewhere the concentration of three classes at one school is reported. The latter is a dangerous and unauthorised innovation and cannot fail to result in the pupil teachers' getting insufficient practice in teaching. Thanks to a series of Government grants for buildings and furniture, including Rs. 50,000 in 1910-11, the training classes are for the most part well equipped and enjoy good accommodation.

Teachers' meetings.

But normal schools and the multiplication of training classes do not suffice to provide a sufficient supply of trained teachers, and still a large mass of primary teachers, especially in aided schools, are untrained. Many of the men have little aptitude for the profession they have undertaken, *faute de mieux*, and in their isolation in the interior rarely pick up by their own unaided intelligence the rudiments, to say nothing of even the empirical skill, of their craft. In these circumstances the practice instituted a decade ago of summoning such teachers to conferences, presided over by district inspecting officers, has been continued during the last quinquennium. An endeavour has thus been made to give some elementary instruction in the art of teaching and, it may be, elevate the professional aims of a considerable number of village pedagogues. It counts for something for the members of a scattered fraternity to meet together, and talk over their difficulties and problems, to have their lessons criticized, to witness model lessons and listen to lectures on teaching. The very fact that they have assembled together in the interests of teaching should act as a stimulus, quite apart from any direct and tangible results. The precise value of these conferences necessarily depends on the "personal equation" of the presiding officer. It will depend on him whether they are a formal round of monotonous meetings or lively and inspiring demonstrations. Ability and enthusiasm are necessarily very variable qualities, and this fact doubtless explains the very different estimates received of the value of these conferences. The Inspector of Kumaun writes rather lukewarmly of them: "they doubtless do some good. But it does not appear that their value is very great; perhaps it could hardly be, for the teachers so taught seem to forget very soon all that they have been told," and the Chairman of Almora speaks of them with equally faint praise, saying "from reports in a few cases improvement in the method is said to have resulted." The general opinion is, however, more flattering, and is more accurately represented by the Chairman of Allahabad, who, after stating that 245 teachers were summoned to 22 different centres, proceeds: "These conferences give the village teachers chance to discuss the method of teaching and exchange ideas with one another and the inspecting officers. It infuses new life and energy into the teachers and

makes them set forth on the new years work with revived vigour." At any rate the conferences do some thing to fill a gap, which otherwise would not be filled at all. Still, on the most roseate view it is possible to have too much of a good thing, and the Inspector of Rohilkhand rightly points out that "it is quite unnecessary that all untrained teachers should be called each year to attend these conferences as is the present practice. Only those teachers whom inspecting officers think would be benefited by attending should be called, while in all districts selected teachers from aided schools should be given the opportunity of attending." There may be, in fact, more than enough conferring even in the *fallentis semita vitae* of the village teacher. "New method" descanted upon in the same way by the same officer year after year might begin to pall at last.

Training institutions for mistresses in Indian schools.

Until quite recently the only facilities for the training of women teachers, with the exception of the Government Normal School and the newly instituted training classes attached to the more flourishing model schools, were supplied by the voluntary enterprise of private institutions, which, with the assistance of special grants and stipends from Government, maintained training classes in connection with their secondary schools. Each class had its own system of instruction and gave its own certificate of proficiency. The rather haphazard state of things produced no doubt some useful work; but at length it began to be felt by the workers themselves that some uniformity of standard was desirable. They wanted some standard examination, for which they could definitely prepare to co-ordinate effort and give a recognized value to the certificates awarded. Only Government could supply what was wanted, and the Chief Inspectress set to work in communication with the heads of institutions to draw up courses. Training classes have as a result been classified into three grades, for which the standards of admission are the Matriculation, the Middle and the Upper Primary respectively. So far the only institutions which prepare for the Matriculation are the Isabella Thoburn Normal School and the Queen Victoria Girls' High School, Agra. Middle passed students are trained at the Government Normal School, the Mission School, Moradabad, the Church Missionary Society's Normal School, Sigra, Benares, the London Mission School, Almora, and the Queen Victoria Girls' High school, Agra. The third grade course is for classes attached to what are called Government model schools. A few words may be said about the individual schools. The class at the Isabella Thoburn College has shown much enterprise in developing its work. It has strengthened its staff by specialists in kindergarten work and in science from America, and improved its methods which used to be too theoretical by more provision for actual teaching. It has now ceased to train for the second grade course, and this mainly accounts for the decrease in its numbers, which dropped to 13 last year. The Chief Inspectress reports:—"The work done has changed gradually during the past year and is now much more practical and better adapted to the type of student taking the course. On the whole very good results have been achieved." The class at the Agra High School has always been small—last year there were only four students, but it is noted for its high standard of work.

The most important institution preparing for the second grade certificate is the Government Normal School, Lucknow. This institution, which consists of a normal school with a model school attached, has made marked progress in every respect during the quinquennium. The staff has been revised and is better paid; class rooms, including a kindergarten room, have been added; more teachers' quarters have been provided; and a new dormitory has been built. The number of day scholars has risen, after some fluctuations owing to the difficulties of supplying conveyances and of caste prejudices, from 144 to 167; but the number of boarders has remained stationary, at about 50. The enlarged accommodation in the boarding-house will no doubt soon fill, as confidence seems to be fully established. But the development, in the opinion of the Chief Inspectress, is more in the quality of the work than in the enrolment, as a result of better organisation, the introduction of improved methods, and the more practical character of the training. The majority of pupils belong to the model school, which acts as a feeder and a practising school for the training class. The latter is still small but most of the students under training have had first to be taught almost from the beginning. The Chief Inspectress writes:—"The most encouraging feature of the work during the last few years has been the steady

improvement in the quality of the candidates for admission and of late also the higher standard of their preliminary qualifications." At the last examination six candidates appeared and all passed in the first division. The report on the practical part of it shows that the system of training is on sound lines and excellent in its results. Of the class at the Moradabad school the Chief Inspectress writes: "The class has developed considerably and promises to do very well. It has been in charge of a trained Missionary helped by assistants trained at the Isabella Thoburn School. Originally it was hoped that the class would help to supply non-mission schools but various reasons have made this impracticable. Christian teachers are not welcome nor are conditions suitable for sending them out to small schools alone." The central training school for girls at Benarès, started at the beginning of the quinquennium with much *éclat* did not succeed. It seemed to have a bright future before it, having a committee of leading citizens and was supported by neighbouring local boards; but enthusiasm died away and the class is now defunct.

Training classes at model schools.

The following accounts of the training classes at model schools is given by the Chief Inspectress :—

Students who have passed the upper primary are trained and also taught beforehand in the classes attached to model schools. These classes were first sanctioned in 1908 and owing to the amount of preliminary instruction necessary, the first teachers will not pass out till 1913. There are now classes at Bareilly, Muttra, Aligarh, Bahraich, Allahabad, and Almora. The work done is necessarily of a very elementary type but there is hope that useful teachers will be produced who will be able to take charge of lower preparatory schools. The value of these classes comes from the fact that the period of training is not so long, so that the supply will increase more quickly and also it is adapted for women not capable of the middle course. Many who would be afraid to go to a large school at a distant centre are willing to take up this humbler course, and the Inspectresses' general opinion is that it would be well to multiply these classes till eventually there is one at the head quarters of each district. The rate at which they can be opened depends on the supply of suitable instructors.

Here is the real crux of the situation and how to remove it "passes the wit of man."

CHAPTER VIII.

TECHNICAL AND INDUSTRIAL EDUCATION.

Perhaps the most noteworthy educational development during the quinquennium is, the initiation and the successful launching of a comprehensive scheme of technical and industrial education. It was intended to be complementary to and an essential factor in a still wider scheme of industrial development. Both these questions had long been the subject of discussion, by the Government of India and by provincial Governments, and in some provinces considerable progress had been made. In the United Provinces however, though much attention had been given to industrial questions for many years, things had hardly got beyond the stage of inquiry and discussion. So far as technical and industrial education were concerned, the only Government institutions, apart from medical, forest and agricultural schools and colleges, were the Thomason Engineering College at Roorkee and the Industrial School at Lucknow. Private enterprise was confined to a few scattered industrial schools for artisans. Meanwhile a feeling had been growing up that the scope of education had remained in too exclusively literary channels, and was too much preoccupied with preparation for Government employment. The abolition of the Allahabad University's School Final examination was in the nature of a declaration that henceforth the University would confine itself to testing a candidate's fitness for entering upon University studies only. While no educationist would quarrel with this decision, it made it more than ever imperative for the Government to do something for the promotion of technical and industrial education, and at the same time to link it up with the various grades of general education. As soon as Sir John Hewett assumed control he determined that the time was ripe for action, and, with a view to translating the subject from the atmosphere of theory to the region of practice, called together in 1907 an Industrial Conference at Naini Tal to make a comprehensive survey of the whole situation and to submit definite recommendations. The proposals of the Conference for widening the scope of general education by giving it a more practical turn, have already been referred to in an earlier portion of this report. Those which applied more directly to technical and industrial education were for the establishment of the following:—

(1) A technological institute;
(2) a school of design;
(3) two industrial schools on the lines of the Lucknow school which was itself to be enlarged;
(4) an experimental weaving station;
(5) a carpentry school.

The appointment of a special officer unconnected with the Education Department, under the style of Director of Industrial Inquiries and Industrial Education was also proposed. Some three years elapsed before any action could be taken, but when the Secretary of State's sanction was at last received considerable reductions and modifications had to be made in the original scheme. Meanwhile development had been going on rapidly with such funds as the Government could supply from its own resources. At length a welcome reinforcement came from the Government of India. Out of a grant of Rs. 15,91,000 for education the local Government set apart Rs. 5,71,000 for technical and industrial education. The progress accomplished during the last five years must now be described in some detail.

When recommending the appointment of a special officer for directing technical education, the Industrial Conference had proposed that he should be styled Director of Industrial Inquiries and Industrial Education; that he should be independent of the Educational Department; and that he should have the same status and emoluments as the Director of Public Instruction. The Secretary of State did not agree with the view that technical and industrial education should be thus divorced from general education, and in sanctioning the creation of the post he ordered that the designation of the new officer should be changed to that of Inspector of Technical and Industrial Institutions; that his proposed salary should be reduced; and that in regard to educational matters he should be subordinate to the Director of Public Instruction. The actual designation of the post which the local Government has adopted is that of

Director of Industrial Enquiries and Inspector of Industrial Schools. Mr. W. R. Wilson was appointed to the post in 1910. In the former capacity he deals with Government direct, in the latter he is an officer of the Educational Department. According to the original scheme proposed the Technological Institute was to consist of two branches. One was to be at Roorkee, where the Thomason College was to be equipped and organised for research and higher work. The progress made in this direction has been described in the fourth chapter of this report. The second branch was to be at Cawnpore for industrial research in four branches of applied chemistry of special importance to industries in these provinces. The latter branch, if the Conference's proposals had been accepted, would have been upon a very grand scale. The building was estimated to cost 8 lakhs and the recurring expenditure was calculated at Rs. 2,61,000. The scheme however did not secure the approval of the Secretary of State. Though he did not altogether veto the proposal for a branch of applied chemistry at Cawnpore, it has had to be developed on much more modest lines. He thought that a beginning had better be made with a laboratory equipment for one industrial chemist and his staff. The position now is that a site has been chosen and the land secured; that the buildings necessary for the staff accommodation have been commenced; and that estimates and plans are under preparation for the main buildings and the library. The last named will serve both the Technological Institute and the neighbouring Agricultural College.

Industrial schools.

The Industrial Conference recommended that the Industrial School, Lucknow, should be enlarged and improved and that in the first instance similar schools should be founded at Cawnpore and Gorakhpur and subsequently at five other industrial centres. Government agreed to the foundation of schools at the two places named above, but so far only one new school, that at Gorakhpur, has been started. The Industrial School, Lucknow, which was to be made a worthy prototype of the rest has been the subject of much earnest deliberation and has finally emerged from a prolonged transitional stage thoroughly reorganised, it is to be hoped, on much sounder lines. The swarm of little boys, who crowded the preparatory classes and seriously clogged the industrial work of the school, have been turned away, and the earliest age for admission is now fixed at 12. The roll has, in consequence, been much reduced, but now contains the names of genuine industrial students only. The staff of the school has been strengthened, both on the literary and industrial sides, and its equipment has been greatly increased. New workshops have been added, a new engine and boiler house has been built, a power plant has been erected, and quantities of European tools and machinery have been obtained. In fitting up the equipment and erecting machinery the school staff and students have borne a useful part. The school is now fully equipped to discharge its function of giving a really practical industrial training to "the junior officers of the industrial army"—to borrow an expression from the Director of Industries. For students coming from outside Lucknow a hostel has been erected, and in order to attract such students the work of the school has been widely advertised in the districts. Stipends are provided for deserving students, particularly relatives of artisans. The school committee has passed a self-denying ordinance that the work of the school shall proceed on the revised lines unchanged for five years. The past history of the institution shows that there was some need for this eminently practical recommendation. Attached to the school is a popular night class attended by 96 students. Many of them are workers and in response to their demand the workshops are also to be thrown open at night that they may study modern machinery in operation. During the last year a painting and polishing class was started and was attended by 9 students, all relatives of painters. It has lately been decided, after much deliberation, to remove the motor car training class from Roorkee to the school. Lucknow, as a centre for such a class, is obviously more suitable. The managing committee has been reconstituted and forms the model on which similar committees have been formed in connection with all the new Government technical and industrial institutions.

The Industrial School, Gorakhpur, which was opened in 1910, is organised on the same lines as the last named school and is now almost fully staffed. Considerable sums of money have been and are being spent on it, and its equipment will soon be completed. It has had a very successful start. Its ordinary classes have been well attended from the first, and the night school, though not so popular as at

first, has 71 students. As the Director of Industries remarks "the novelty has worn off and certain of the scholars found the work too hard or developed other uses for spare time." Those that remain are of a different stamp. The object of the Carpentry School, Bareilly is "to improve the craft generally, by teaching better methods and the use of improved finish and design." The school building was finished and its tools and equipment arrived from England in 1909, but it could not be opened pending the appointment of a headmaster. This officer arrived in 1911, and the school was fully at work towards the end of the year with 38 students. No fees were charged at first and a large number of stipends were provided. During 1912 the popularity of the school has grown to such an extent that it is full to its present capacity. Preparations are already on foot to double its accommodation, and the advisability of charging fees is being considered.

Aided and unaided industrial schools.

There are 11 aided and 7 non-aided industrial institutions, managed chiefly by philanthropic persons and societies with the object of helping poor boys to earn a livelihood by working at such occupations as joinery, smith work, printing, tailoring, shoemaking, gardening, &c. They attain the greatest success, the Director of Industries thinks, when "they work on the apprentice system by which a *mistri* or 'journeyman artisan' is at work with not more than two or three boys to help him and learn what they can from him." There is said to be a great demand for artisans so trained, sometimes great enough to induce boys to leave the schools before their training is completed. As a rule the boys thus trained are either orphans or students without any turn for literary studies. But there is one feature which the Director notices as remarkable, even in non-mission and non-sectarian schools, namely, that "there is not much demand by the artisan classes for tuition, but a growing demand has been noticed from persons of non-artisan classes for industrial tuition as artisans for their friends and relatives." If this be so to any large extent, it indicates a welcome change in the organization of Indian industrialism.

School of Arts and Crafts, Lucknow.

The School of Arts and Crafts, Lucknow, originally designated the School of Design, is intended to "provide instruction in those branches of design and handicraft which bear on the more artistic trades and professions now practised, or which may be developed in the province". The subjects which the school at present undertakes to teach are ornamental work, wood carving and gilding, stone carving and sculpture, calico printing, stencilling, lithography, iron work, drawing, painting, designing, modelling. The work is of a thoroughly practical character. The school building was completed in 1909-10, but until the Principal arrived it was wisely decided not to attempt to equip it. Till it was needed for its proper purpose, it came in usefully as a temporary refuge for part of the Canning College, which was then houseless.

The Principal arrived towards the end of the year 1911, and first of all was sent to make an extensive tour in order to study the industrial conditions of the Provinces. The school opened in March, and by the 31st had 38 pupils on the roll. A very good start has been made with such equipment as could be hastily collected. Much still remains to be done before it can discharge efficiently its purposes. Money is to be spent freely on it and the transfer of the Industrial Arts section of the Provincial Museum to the school has been decided upon. A hostel is provided for students coming from a distance.

Weaving schools.

An important part of the Government's scheme of industrial development was the revival of the hand loom cotton weaving industry, through the popularization of improved looms and methods of warping. With this object it was proposed to establish "a central weaving station at Benares for the instruction and employment of practical weavers according to improved methods, together with an apprentice school, the subjects of instruction being cotton weaving, hosiery, and silk weaving." A few demonstration stations or weaving schools were also to be opened at suitable centres in the districts to popularize the use of the fly-shuttle and better warping.

The Experimental Weaving Station at Benares was completed in 1909-10, but it did not start work until the head master arrived in the following year and set up the equipment. This institution has not started so well as the other institutions already described. The class for which it caters is very poor, backward in education and suspicious of novelty. It has proved a very difficult matter to draw up a satisfactory curriculum and code of regulations, and it had not been

settled before the close of the last official year, nor had the staff been fully organised. A beginning, however, has been made on general lines and there were ten students on March 31st; but only one belonged to the weaver class. It is too soon to form any idea of the prospects of the institution, the school being still very much in the experimental stage. Meanwhile everything that money can do has been and is being done to attract pupils and make it a success. One of the inducements proposed is the organization of a hire-purchase system to assist weavers to buy improved looms.

The importance of acquainting the public with the educational opportunities provided by these schools and of interesting employers of skilled labour in them has not been forgotten. To this end the codes of the various schools have been widely circulated, and representative committees have been constituted to advise upon the working of the schools; and the Principals of the schools will be required to visit centres of industry from time to time to acquaint themselves with the demands of the outside world.

The Weaving schools in districts, eight in number, are situated at Bara Banki, Tanda, Shahjahanpur, Sandila, Moradabad, Deoband, Muzaffarnagar, and Almora. The first and most important, the Hewett Weaving School, was founded at Bara Banki in 1907, largely through the energy and initiative of Mr. C. A. Sherring, the then Deputy Commissioner. It was at once so successful that it led to the founding of the rest. The schools were placed at first under the Agricultural Department, each school being managed by a local committee consisting of the Collector and other District Officers and non-official gentlemen; but in the year 1911 they were placed under the control of the Educational Department. It was hoped that they would receive pecuniary support locally, but this hope was realised only at Bara Banki, which received a liberal donation from the Hon'ble Sir Tasadduk Rasul Khan, K.C.S.I., Raja of Jahangirabad. They have been financed mainly by Government grants-in-aid, which aggregated Rs. 31,500 in 1911-12, and by the sale of produce. None are self-supporting. Pupils are taught the use of improved looms and up-to-date methods, and are encouraged to purchase looms with a view to setting up on their own account. It was the expectation of its original promoter that by such means cottage-weaving would be revived and the weaving class rescued from economic serfdom. It is estimated that by December 1911, 870 learners had been trained to the use of new looms and that 451 of them had either bought looms before or during training. The figures for last year show that 172 persons were trained in weaving and 23 in hosiery during the year. Stipends are given to pupils during a portion of their period of training. The organization varies in different schools. Local circumstances and the different methods employed by local committees necessarily lead to diversities. Some schools are small factories, others are training institutions pure and simple. There is no doubt that the pupils learn better methods and turn out better work and in greater quantity. But three very pertinent questions have so far received no satisfactory answers. First, are the schools attracting members of the weaving class? Whether sheer prejudice is the deterrent or whether the sinister influence of the money-lender stands in the way, the schools are by no means full of weavers. The school at Deoband affords a good illustration of the general state of things. This town is an important centre of indigenous weaving and has a large population of weavers; but most of the 37 pupils trained in its weaving school last year belonged to the non-weaving classes. *Saiyids* and *Shaikhs*, *Brahmans* and *Vaishes*, *Kayasths*, *Sunars* and *Ahirs* made up the great majority, and most of them came from other districts than Saharanpur, and there were among them too many immature boys. Secondly, do the goods turned out find a ready sale? In regard to this, it is to be remembered that the cloth is superior to that woven on the country loom and is turned out two or three times as fast. So far as can be ascertained, the use of the improved loom leads to over-production, and it is in consequence difficult to market the cloth. This is intimately connected with the third question, a two-fold one. How many of those who have been trained at the schools practise weaving as a trade and thereby earn a living? On this matter accurate figures are not available, though special attention has been paid of late to collecting information. There is much difference of opinion, but it is significant that it was recently found necessary to ask mill-owners if they would give employment to past pupils of the schools. It looks as if hand loom weaving as a cottage industry

were not capable of indefinite expansion. If so more harm than good might possibly result from encouraging the weaving class to purchase improved hand looms. The Director of Industries however still seems hopeful about the schools. He thinks "their full usefulness cannot be evident till the experiment has been in force several years longer. The tendency towards the development of small local weaving factories appears, on the whole, to be on the increase." Perhaps co-operation, instead of cottage industries, may prove the salvation of the weaver. Time alone will show, but meanwhile the experiment will be patiently pursued.

Education of factory children.

A subject which though not strictly belonging to technical or industrial education may be most appropriately dealt with in this chapter, is the provision of educational facilities for factory children. The matter was first enquired into in 1906. It was rediscussed at the industrial conference, and later derived fresh prominence from the report of the Indian Factory's Commission. All through the quinquennium attempts have been made to induce mill-owners to co-operate with Government in opening schools for giving instruction to children employed as half-timers. The proposal was at first received rather coldly and negotiations were for a time suspended, because of the uncertainty entertained about the operation of the Factories Act. The Woollen Mills, Cawnpore, under the enlightened direction of Sir Alexander McRobert have for some years had a well-housed and well-equipped school for the children of operatives; and Messrs. Cooper Allen, Cawnpore, when approached readily agreed to co-operate with Government in starting a school. A good deal of the hesitation of others was due, as I personally discovered, to misapprehension regarding the nature of the education to be given. When it became generally understood that primary education with manual occupations was all that was desired; a more sympathetic attitude was at once displayed. The Elgin Mills, it is reported, have reopened their school; the Victoria Mills Co. will shortly open one of their own. Messrs. John & Co. of Agra have agreed to start a school, sharing with Government half the initial cost. Arrangements have also been made to open similar schools at the Government Press and the Government Postal Workshop, Aligarh. The general opinion regarding the organization of such schools is that about two hours' elementary instruction, with a little manual training on suitable lines, should be given in a school situated on factory land but outside the factory limits; and that the school should be controlled and maintained by the firm. Inspection by the Department would not be objected to—indeed would be heartily welcomed by most.

The technical department of the Allahabad Christian College started as an engineering department with a manual training section some three years ago. It pursues a somewhat solitary way and not much is known about it. The Principal's last report shows that its staff and equipment have been increased. An agricultural branch has also been started lately. So far land has been acquired, some buildings have been begun, courses have been drawn up, and grants applied for.

Agricultural College Cawnpore.

The Agricultural College, Cawnpore, has no direct connection with the Educational Department, but it has been customary to refer briefly to its progress in the annual educational reports. As an institution which aims at applying science to the development of the greatest industry in the country, it certainly deserves mention. During the quinquennium the college has undergone great developments. On its material side it has made remarkable progress. New hostels, dining rooms, and cook houses have been built, together with superintendents' quarters and a hospital. An instruction farm has been started, demonstration plots for growing different kinds of crops have been acquired and a small dairy opened. Finally a remarkably fine new college building, completed at a cost of 4¼ lakhs, was formally opened by the acting Lieutenant-Governor, Sir Leslie Porter, in November 1911. It consists of a main block of class rooms with a central hall, and is flanked by two wings containing up to date botanical and chemical laboratories. Thus the institution which began as a school in a modest way in 1893 has now grown into a thoroughly well-equipped college, fitted to carry on its twofold function of agricultural education and agricultural investigation. It is shortly to benefit by a library which is to be erected for the joint use of the college and the neighbouring Technological Institute. The students are of three classes, research students, young men interested in agriculture, either as

owners or prospective estate managers, and *kanungos*, or subordinate officers of the revenue service. The first two classes have not so far proved attractive. There is not at present a very wide field of employment for the investigator, and the strong tradition that the landlord is merely a rent receiver and the estate manager only a rent collector is difficult to break down. The third class forms the bulk of the students. The staff has been strengthened during the quinquennium and the courses improved and lengthened. Things are still in a tentative stage, and there are two schools of opinion as to what the college should aim at producing.

Business department.

Flourishing departments for the teaching of commercial subjects are maintained at St. John's College, Agra, and the Reid Christian College, Lucknow. Instruction is given in typewriting, shorthand, book-keeping and general business methods. The Reid Christian College also maintains, with the assistance of Government, an Urdu shorthand class and a commercial normal department for the training of teachers of commercial subjects in high schools. This class was originally intended to attract graduates as well as undergraduates, but it has lately been decided to train only the latter class of students, as the former was not forthcoming. There is also a young and aspiring business department at the Meerut college which is being enlarged and has lately been placed under the charge of a European Professor. Government has generously assisted the enterprise and the Department has applied for affiliation up to the standard of the Commercial certificate of the University. The institution of this examination has greatly helped to stimulate and focus the work of all the business departments.

Night schools.

The night school for European and Anglo-Indian apprentices of the Oudh and Rohilkhand Railway has acquired a separate building of its own and has made additions to its equipment and furniture. Its work has been satisfactory and well organized, but its enrolment has fallen gradually during the quinquennium from 52 to 30. The reason given is that not sufficient applicants with the required educational qualifications were forthcoming. The Inspector says: "More apprentices would have been taken on, if more well educated lads had offered. The small number of comparatively well educated lads offering was rather surprising, considering the good prospects before a clever, well educated lad with character and common sense who knows his work. Such men are constantly required in the higher branches and cannot always be found." This is an illuminating fact in view of the general complaint of the paucity of openings for Europeans in India. The fact is worth remembering at a time when the common cry is that there are not sufficient openings for the domiciled community. The similar school at Jhansi maintained by the Great Indian Peninsula Railway has been carried on satisfactorily. Its equipment has been augmented and attendance has been made compulsory with good results. The numbers have remained throughout almost the same. Last year there were 17 boys on the roll.

CHAPTER IX.

FEMALE EDUCATION.

Under this head the education of Indian girls is dealt with. The education of European girls is dealt with in section A, chapter X, relating to European education.

Schools & scholars.

The total number of institutions of all kinds for the education of Indian girls has risen from 1,026 to 1,265 during the quinquennium. The whole increase has taken place in public institutions, which have risen from 783 to 1,021. The number of private institutions remained nearly the same as it was five years ago.

The total number of girls at school has increased from 38,234 to 52,316 or, exclusive of girls reading in boys' schools, from 27,964 to 40,045. As the proportion of the latter is now rather less than it was five years ago, the advance has taken place principally in female education proper. The increase in numbers has been far smaller both absolutely and relatively than in the preceding five years. But it has to be remembered that the population has decreased and the condition of the province, scourged as it has been by famine, plague, fever, and cholera, has not been exactly favourable to rapid progress in any branch of education, and female education is notoriously susceptible to disturbances of the social life of the people. The ordeal has been a severe one, but though fatal to the unfit, there is a distinct improvement in the quality of schools that have successfully stood their trials. The Chief Inspectress thus comments on the statistics :—

> Taken as a whole the statistics reflect only to a limited extent the progress made during the quinquennium, slow as it has undoubtedly been. The last two annual reports have shown how the names of many nominal scholars have been cut off as the result of closer inspection, while many worthless schools have been closed, so that the present numbers represent more actual work than the past. At the same time the work done has in very many cases improved in quality, and the increase in the number of pupils advancing beyond the lower primary stage is in itself a witness to this and is of more importance than an increase in the total number of pupils. It is scarcely necessary to mention the way in which development has been constantly checked by plague and fever, so that much real impulse to progress has failed to bear fruit.

The number of scholars in colleges has increased from 19 to 38, in the high stage it has declined from 71 to 49, in the middle stage it has risen from 276 to 615, and in the primary stage from 32,687 to 45,379, during the quinquennium. The figures for the different religious communities are as follows :—

Europeans and Eurasians	48
Native Christians	4,077
Hindus	39,004
Muhammadans	9,156
Buddhists	14
Parsis	5
Others	12

For anglo-vernacular secondary schools they are as follows :—

Europeans and Eurasians	26
Native Christians	2,668
Hindus	404
Muhammadans	138
Parsis	5

These figures are highly significant and should give the leaders of the Hindu and Muhammadan communities cause for reflection ; but it is necessary in considering these figures to remember that Indian Christians have no aversion to sending their girls to school, and that the number of Hindu and Muhammadan girls of the better class reading English at home may be not inconsiderable. Still the figures are a rather melancholy comment on the state of female education in these provinces.

Though the period has little to show in the way of advance, the way has been paved, and much time and energy have been devoted to overhauling and strengthening the machinery of organisation.

Collegiate education.

The Isabella Thoburn College, Lucknow, is still the only college for Indian women. Its enrolment last year was 30 in the college, 13 in the normal school, and 211 in the high school. The recent history of the institution has been a period of extraordinary development, and it was never so flourishing as it is to-day. Thanks to the generosity of its many friends, several ambitious projects have

been completed. The college has been extended by the addition of the Hazzard Memorial Building; containing a library, a dormitory, a teachers' room, and eleven class rooms, at a cost of Rs. 40,000. The Lilavati Singh Memorial Hostel, in memory of the late accomplished Vice-Principal, now provides accommodation for 8 teachers, 200 girls, a play-room for the younger pupils, and a reading-room for the older ones. The hostel cost Rs. 60,000. Finally the Lois Parker High School building, towards which Government has contributed a grant of Rs. 46,000, is under construction. This is a record of achievement in five years of which any institution might be proud, and the Principal may well claim that "with its completion we shall have a group of buildings which furnishes the best equipment in India for the education of girls and women." The success of the college in University examinations is well known, and its reputation has been well sustained by this year's results: 3 passes out of 5 candidates for the B. A., 5 out of 9 for the Intermediate and 4 out of 4 in the Matriculation. Hitherto the college has taught arts subjects only, but it has now been affiliated up to the Intermediate standard in biology. Preparation for public examinations by no means absorbs the energies of the staff and students, for the majority of the latter will probably never need to face the ordeal and can pursue undisturbed by its attendant anxieties the even tenor of their studies. The most valuable part of the work is the vigorous social and intellectual life prevailing. Weekly lectures are given on literary, scientific, and historical subjects and once a month a form of extension lectures in Urdu with lantern-slides is provided for *zanana* ladies of Lucknow. The staff has been greatly strengthened by the addition of several trained American teachers and there are now also two American trained Indian teachers. The material expansion of the college has placed a severe strain upon the energies of the authorities, but its completion will leave them free to take advantage of their improved conditions to raise the college to greater heights of usefulness.

Anglo-vernacular education.

In English secondary education there has been considerable progress numerically. There are still only four regular high schools and all of them are managed by missionaries; but the Almora Mission School and the Kanya Pathshala, Dehra Dun, sometimes have a stray pupil preparing for the Matriculation. The Crosthwaite Girls' School, Allahabad, so far has had no pupils above the middle standard and is a high school only in name. The Chief Inspectress remarks: "The demand for high school education has been increasing, even among non-Christians, and every here and there one finds, amongs the latter, girls who are anxious to study further or whose fathers are ambitious for them. At the same time there seems to be a general feeling that the ordinary high school course for boys is not suited for girls and that a special course after the middle would be desirable." There can be no doubt that this feeling is sound, but the number of girls belonging to this class has been so few and far between hitherto, that practically the problem has not existed. It is one of the problems of the future, however, and attempts are already being made to grapple with it. Female education, in order to be made attractive must be adapted more closely to the needs of the sex. The bulk of anglo-vernacular scholars do not proceed beyond the middle stage, and there has been a remarkable rise in the number of middle schools. These now number 27 against 16 in 1907, the increase having occurred chiefly in mission schools either through the addition of a middle section or through the introduction of English into a vernacular school. The number of scholars in all anglo-vernacular schools, high and middle, shows an increase from 2,329 to 3,393. The majority are in the primary stage, but the numbers in the secondary stage have risen from 345 to 557, which represents an advance of 61 per cent. as compared with 26 per cent. in the preceding quinquennium.

Vernacular middle education.

The number of vernacular middle schools has risen from 2 in 1907 to 17, and the enrolment from 65 to 1,577, the increase having occurred chiefly in model schools and aided schools belonging to Hindus. The Chief Inspectress gives the following account of their condition and progress:—

In the non-Mission schools there are often difficulties in working up a satisfactory middle section for lack of a superintendent capable of the work. It has been done more or less successfully in the Kashmiri Mohalla Municipal School, Lucknow, the Crosthwaite School, Allahabad, and the Partab Singh School, Moradabad, through the appointment of a specially qualified headmistress; and the experience of the past few years points to the need of creating posts carrying high salaries, if schools are to go beyond the upper primary. It is true that in others too a good deal has been achieved, but certain subjects remain beyond both teachers and pupils.

In the Mission middle schools there has been steady work and gradual progress, but little noteworthy change in their general character. Much trouble has been taken to secure trained teachers in some of the schools, but in others the old conditions prevail. There is a general reluctance to raise salaries to any appreciable degree even for trained teachers and this prevents any great eagerness to take the training course. In some cases the salaries seem exceedingly low, but it has to be remembered that the teachers have when pupils received their board and education practically free. In one point a radical change is needed in some of the Mission schools. The children are brought up in a confusion of tongues and characters that must be a great strain on children of illiterate and semi-literate parents, and must mean that words, not things, are the staple of their education. There are schools in which B class learns Urdu as the 1st vernacular, Roman Urdu, Hindi, and English, all for most cogent reasons apparently.

A constant problem and one which seems to be not unconnected with the above state of things is the prevalence of consumption among girls in the boarding schools and among those who have left a year or two. Often it seems that their physique is unequal to the strain of study up to the middle and that the course should be cut down. In this the question of English is the great difficulty; the parents demand it very often, and again the need to earn a provincial grant makes some managers retain it against their conviction, help from the district board being unattainable. In addition to this the managers have not all succeeded in securing good sanitary conditions, and the ideals for these are unfortunately rather low in some cases. On the other hand many schools have exceedingly good buildings and no pains are spared to make their general condition satisfactory.

The teaching of English in the lowest classes has long been a vexed question, and a good deal of license has been allowed lest interference might cause a set-back. But such a state of things as the Chief Inspectress has disclosed could not be allowed to continue, and Government has now definitely pronounced against the teaching of English below class III. Those who violate the order will be liable to lose all assistance. The decision will lessen overstrain in the early stages, but the weakening of physique due to other causes cannot be so easily set right. It will demand the constant attention of inspectresses and of managers, and its prevention will, *inter alia*, cost money.

Examinations.

The English Middle examination, which represents the standard reached by the majority of girls receiving an English education, has continued to attract an increasing number of pupils. The number of candidates has grown from 122 to 159. The percentage of successful candidates is necessarily liable to variation, but it has generally been very fair, and last year 101 passed, with 15 in the first division. When it is remembered that in 1906 the candidates numbered only 77, the figures for 1912, which have been reached by a gradual ascent, indicate considerable progress.

Primary education.

Of primary education, beyond which the great bulk of the pupils never rise, the Chief Inspectress gives the following interesting review :—

General.—As yet the education of girls is limited, speaking roughly, to the primary stage except in the case of the Christian community, and even here it is a small minority that go beyond the upper primary. This is not, I consider, a matter for regret. Education to this stage does not mean a breach between the literate and illiterate women in a household, but for the few, who go beyond it is not easy to settle down in a home where the rest are uneducated. If the transition is gradual the disruption will be less. At the same time the steady tendency for the better staffed and equipped schools to rise from the preparatory to the lower primary and often to the upper primary is one of the most hopeful signs shown in the work of the quinquennium. A preparatory school may accustom people to the idea of a girl being taught but can do little more, and schools of this type are often felt to be even a hindrance, as suggesting the complete inefficacy of girls' education.

Model schools.—As in the past, the name remains a misnomer, except in some few cases of surprisingly good work. Nevertheless a considerable advance has been made during the quinquennium. In 1908 a revised scale was introduced by which provision was made for staffing existing schools better and for opening a few new schools. This has meant considerable improvement though in some cases where the need is great posts have remained vacant for want of a teacher. In other cases the provision made then has quickly proved inadequate, owing to the rapid growth of the schools.

The following numbers showed the development as regards enrolment :—

	Middle.		Primary.	
	Schools.	Scholars.	Schools.	Scholars.
1907 ...	...	...	36	1,890
1912 ...	6	573	56	3,093

On March 1912, 36 out of the 56 primary schools were upper primary, while at the beginning of the quinquennium preparatory schools seem to have been in the majority (figures not available).

The Inspectresses now aim at making all the schools upper primary at least, and could in several cases add a middle section were a teacher forthcoming. In one town the fathers of four of the pupils came to the Inspectress to ask her to do so and promised to keep their daughters unmarried till they had passed the Vernacular Final. It is in the last couple of years or so that this tendency to advance has shown itself, and it is strongest in the west of the province. In the Agra circle 3 out of 11 schools are middle, 7 out of 11 upper primary and only one lower primary. In Lucknow 6 out of 8 are upper primary. The cause seems to be partly a genuine wish of the children to read further, and partly also the unremitting efforts of Inspectresses to get the schools into better order. The Inspectress of Lucknow writes : " After great difficulty I have secured very reliable teachers and consequently the work done is good. During the quinquennium I raised the pay (*i.e.*, in cases where the maximum was not reached) on condition that they would study privately and improve themselves." The plan has proved successful.

The above is the encourging side of things. There remain the schools upon which all efforts seem wasted. Happily they are in the minority. As regards the management of the model schools certain points remain to be settled. At the beginning of the quinquennium they were largely controlled by the deputy inspectors and until the last two years it was usual for them to be the medium of all correspondence between the mistresses and Inspectresses to inspect, to grant leave, &c. This connection has now been severed, yet their local help is often very necessary and in drawing up of bills, &c., it seems essential. Their relation to the Inspectresses in this matter is in much need of settlement.

District and municipal board schools.—The condition of these schools varies very much in different districts according to the interest of the chairman. There are some in which great stress is laid on their development and the schools flourish ; in others little heed is paid to them and it is difficult to make headway, the criticisms and suggestions made at inspections falling fruitless. In the three and a half years in which I have been visiting the schools I have seen little very marked change in their general condition, except in one or two cases, but this is often due to the lack of funds, which prevents real improvements being made. The last year has seen an increase of expenditure by both district and municipal boards and the increase since 1907 is considerable.

	District board. Rs.	Municipal board. Rs.
1907	33,925	13,686
1911	47,327	27,375
1912	49,064	30,362

In spite of this increase the expenditure is far from adequate to the needs of large proportion of the schools, though it is probably all that the boards can afford. The staff is often too small for the number of children, *e.g.*, in one place a teacher is trying in vain to teach classes A to IV. The allowance for conveyance and the provision for equipment and contingencies is cut down to a minimum with very bad results, and the building is often cramped and insanitary. The great difficulty is that girls' schools are expensive out of all proportion to those for boys. Many of the boards are willing and anxious to do more but cannot afford it, and sometimes when an effort has been made to increase the number of schools the next year sees them closed for want of funds to carry them on. Among instances of active interest may be quoted that of Etawah, where special buildings have been erected and schools have been worked up to the upper primary ; Pilibhit and Shahjahanpur, where scholarships have been given to teachers ; Agra, where a few unusually good salaries are given ; Bareilly, where prize money has been given ; Moradabad, where an unusually large grant is given to the Partab Singh School.

	District board schools.	Scholars.
1907	293	8,562
1911	347	10,935
1912	366	12,000

Aided schools.—A few of these are very satisfactory because they are controlled by committees with a real interest in the work who secure private contributions towards its maintenance. The majority are exceedingly poor, as the monthly grant which usually ranges from Rs. 6 to Rs. 10, forms the entire income of the school. It is regarded by the teacher as her "salary" and its smallness is felt to be a great grievance, especially as from it must come the rent and money for contingencies. This being so, the small increase in the number of such schools is not a matter for concern. The numbers are—

	Schools.	Scholars,
1907	497	15,113
1911	514	15,268
1912	514	15,964

Among the best of these schools are some of those managed by missions, the constant superintendence by an European lady being of great value.

Unaided schools.—There are very few, having returned to the same number in 1912 as in 1907, *i.e.*, 15, as against 18 in 1911. Some are doing work of good quality and have preferred independence to a grant-in-aid.

Measures of Government and their effects.

The advancement of female education has been an object of special solicitude to Sir John Hewett's Government, and measures were taken very early to give effect to the programme recommended by the commitee appointed to report on the matter in 1905. Rupees 30,400 were set apart for primary education out of the grant of six lakhs in 1907, and this amount was subsequently raised to Rs. 62,000. In the next year Rs. 37,000 was budgeted for female education of

all kinds, and it was supplemented by an additional allotment in 1911-12 of Rs. 10,000. By means of these allotments the highest and lowest pay of mistresses in model schools has been raised from Rs. 25 and Rs. 6 to Rs. 30 and Rs. 8 respectively, grants have been given on a more liberal scale, and various inducements for prosecuting studies privately have been held out. The effects of these measures are thus described by the Chief Inspectress:—

Local female education committees.—These were first instituted in 1908 and consisted of influential men interested in education, with the chairman of the district board as president. In the majority of cases the committees died a natural death, a few have shown fitful signs of life, and still fewer have taken a genuine interest in their work and have made themselves responsible for the success of the schools in their district. Chief of these are the committees of Almora, Etawah, and Kheri, who have used their influence with marked results and have come forward with contributions to tide the schools over temporary difficulties. As a whole the experiment does not seem a great success. Possibly more might have been made of the committees than has been done so far, but there is too seldom any of the spontaneous vitality that would ensure regular interest and work.

Honorary inspectresses and committees of Indian ladies.—In the Muzaffarnagar and Hardoi districts, Mrs. Jwala Prasad acted as honorary inspectress when touring through the district and gave very valuable help in the schools. In another district also the local committee has asked one or two ladies to inspect the town schools, but in this case the results suggest that great caution should be used in making this arrangement. In schools where there are teachers of different religions on the staff it is not easy to exercise perfect impartiality and difficulties which might have been smoothed over by the Inspectress have assumed unnecessary importance. In this way a committee of ladies may prove productive of difficulties and has done so already in one case. It is obviously well to enlist local sympathy and assistance, but these instances point to the need of caution.

Visiting Governesses.—There are now 5 visiting governesses at work, and there are several places where an appointment would be made if a suitable teacher were forthcoming. On the whole the results achieved so far are far from proportionate to the outlay. In Agra, for instance, there are four visiting governesses and an average of 48 pupils at work daily out of 71 enrolled. But the Inspectress reports that the work is so spasmodic that there is little real progress and the pupils hardly reach the lower primary stage; nor is there any real desire for this form of instruction though it is passively accepted when offered. On the other hand there is the fact that many of the better families in a city, such as Lucknow are feeling the need of private teaching and make their own arrangements to secure it. In my opinion it is far better that they should be left to do so. No Inspectress can have a proper hold over an itinerant teacher or check her work thoroughly while the responsibility of appointing women to such post is heavy.

Scholarships for private students.—In April 1908 scholarships were instituted for students studying privately with relations, and in 1910 were extended to students studying privately with any qualified teacher. Forty-eight scholarships have been granted in all, and 18 of the students have passed the upper primary and three appeared in the Vernacular Final examination, though without passing. The numbers are not large yet, but the innovation is great and more could not be expected. The system offers certain difficulties, as careful supervision is needed to ensure that the required work is actually done, and there is no redress practicable should the students fail in their part of the contract. The results however are not discouraging on the whole. Already one or two teachers have been recruited by this means and two others of the scholarship holders have gone on to the normal school. In one or two cases the scholarship has been given to teachers and has enabled them to pay the fees of an instructor.

Scholarships in model schools.—The Inspectresses are inclined to regard these as more useful than the above. They have been given as far as possible to poor children, who have thereby been set free from working for their own support. These are more than likely to become teachers later on, and they promise to form a recruiting ground for the training classes.

Supply of teachers.

The supply of teachers, or, perhaps more appropriately, the dearth of teachers, that is to say of competent teachers—for the qualification is necessary—has been as the Chief Inspectress remarks "one of the main problems of the quinquennium." She thinks that on a review of the period the results are not altogether disappointing, but "it cannot be said that the difficulties have lessened very appreciably." The problem of finding teachers is still the crux of the situation almost as much as it was five years ago. More even than the prevailing reluctance to send girls to school, it is founded on social prejudice or tradition. There is in the eyes of many some loss of respectability in a woman earning her own living; that is why the problem is so hard of solution. *Res angusta domi* alone is strong enough in some cases to induce the male members of a family to allow one of their womankind to enter the teaching profession. In such matters time is the great helper. The topic is a familiar one, not to say threadbare, and has been abundantly illustrated in successive annual reports. But it is the strategic point of attack, and, as such, deserves further illustration, which as usual is not difficult to find in district board reports. In Hamirpur "a decrease in expenditure on board schools is due to the fact that on the resignation of the head teacher it was found impossible to fill her place, and

the education is carried on by two junior teachers." The Municipal Board school at Bulandshahr "was closed simply because the services of a competent teacher were not available;" and the Chairman remarks: "The great difficulty in fostering female education is the want of competent and respectable female teachers. Half-educated ladies are generally sensitive and quarrelsome. No substantial advancement in the cause of female education can be achieved till efforts are made to train a good number of Indian widows of good families." The Basti report, after recording the closing of certain worthless aided schools, adds "some of the existing schools also are not doing well. The chief difficulty is the supply of female teachers." In Ballia a decrease in numbers was "chiefly due to the reduction in the number of aided schools from 15 to 8. Most of the so-called schools in the villages were merely providing a stipend for some female; and could only discredit female education." In the absence of female teachers, superannuated male teachers are employed, and are said to be in some places quite popular with Hindus, *e.g.*, in Meerut. The Chairman of Aligarh writes: "I would remark, in passing, that at the present stage of female education, the employment of superannuated male teachers has this advantage that, in order to secure a means of livelihood for themselves they create a desire for female education in villages which could otherwise perhaps not be touched by the movement for years." The cumulative effect of these passages is not very encouraging. But the Chief Inspectress, who takes a survey of the whole provinces is able to paint a brighter picture:—

> There has undoubtedly been a change in the right direction. The Inspectress of Allahabad writes 'of the various changes that have taken place during this quinquennium I think the greatest is in the supply of teachers. Returns for this year show that 29 trained teachers are employed in this circle. Figures cannot be given for other years, but the improvement is beyond question. There is also a great improvement among untrained teachers. Many mistresses realise that something more is required of a teacher than the ability to read. Some have improved themselves by private study. In vernacular schools it is now possible to find a few teachers who have passed the Middle and still more who have passed the upper primary. A few years ago a mistress who had passed the upper primary was considered a rare treasure, and a mistress who had passed the middle was practically unheard of.' Other Inspectresses might be quoted to the same effect and though the reports point even yet to a day of very small things, yet they give hope for the future. Various causes have conduced to this progress. Closer supervision has made it possible to bring more pressure to bear on the teachers, so that they can less afford to treat their posts as sinecures and as *khairat* from Government, and it has also created more interest in the work. Better paid posts have been created and in model schools at least the very low salaries of the post are disappearing: this has given a stimulus to self-improvement as a means of securing the better pay now possible; and it has also, I think, improved the status of the teaching profession, so that a better class of women are gradually becoming more reconciled to earning their living by it. Of late especially encouragement has been given to teachers trying to work up to a better standard and instances of these come from almost every circle; ..... All this, of course, is but one aspect of the matter. There remains the mass of semi-literate teachers and the empty posts for which even such as these cannot be found.

Girls in boys' schools.

The conclusion of the matter seems to be that by perseverance and by offering salaries which are really worth having the difficulty will gradually be overcome; meanwhile superannuated male teachers should be utilized more freely.

Something must be said about what is sometimes referred to under the ambitious and somewhat misleading title of 'co-education.' The term naturally calls up controversies in English and American secondary education, but in India it means only the attendance of little girls in primary schools for boys. This practice was encouraged during the preceding quinquennium, and the number of such scholars was trebled towards the end of the period by the grant to teachers of these mixed schools of a capitation allowance for every girl enrolled. The effect of the pecuniary stimulus was analysed in the last quinquennial report, and it was shown that where there was any response at all—for in some places there was none—it was in exact proportion to the amount of the reward offered. When the allowance was four annas per child the numbers rose as if by magic; when it was reduced to eight annas for five children, ardour cooled and the numbers immediately shrank so much that the boards could not spend a fourth of the sum allotted to them for the purpose. The numbers on the rolls rose and fell with the sensitiveness with which a barometer rises and falls with the changes in the weather. Suspicions were expressed of fictitious entries, nominal attendance and spurious education. But the reduced bribe was continued in the first year of the last quinquennium (1908), and the enrolment of girls in

boys' schools still continued to rise. In the Benares division, where the then inspector of schools, who has always been its champion, made very strenuous efforts to foster the plan, and it appeared from the numbers of girls attending boys' schools in his division that he was in no small measure successful. Even when in the following year the capitation grant was withdrawn, his division continued to account for no less than 5,100, or more than one-third of the Provincial total of such pupils. But when through ill-health he was forced to take long leave, the edifice he had with so much pains erected collapsed like a pack of cards. Four thousand six hundred and eleven girls vanished from the boys' schools. In Jaunpur, where the system seemed to have been most triumphantly successful, the numbers dropped from 2,145 to 901. The loss was made up to some extent by a further increase in girls' schools, but the effect of the sudden boom followed by the still more sudden 'slump' certainly produced the impression that female education was either stagnating or going backward. The reports for the last years of the quinquennium show that history has been partially repeating itself. The scene changes to the Agra Division, where the same inspector is now stationed. There the number of girls in boys' schools has risen during the quinquennium from 2,509 to 6,552, which is more than half the total number for the provinces, *viz.*, 12,271. "Great care is taken," writes the Inspector, "to see these girls are all, as far as possible, genuine scholars; and more gratifying than the increase in numbers is the reflection that nearly all our female scholars are very far from being merely 'dead heads.'" He pleads for "substantial support" for a method without which these 6,500 girls "would have grown up absolutely illiterate," and says that "if a grant were given so as to admit of the teachers receiving a small extra allowance to be paid or withheld according to the progress made by the girls attending their schools the money would be usefully and profitably spent." In short, he advocates the system of 'payment by results,' in spite of the scathing condemnation passed upon it in Great Britain and the Government of India's desire expressed in Lord Curzon's Viceroyalty for its abandonment by provincial Governments. He quotes the example of Madras, where two out of every three girls at school are in boys' schools and 6·8 per cent. of the female population of school-going age goes to school, as compared with 1·6 per cent in the United Provinces. "I am greatly in favour," he writes, "of supplementing the work done in girls' schools by encouraging mixed education in rural tracts as much as possible, for I think that herein lies an excellent means of diffusing widely a little of the light of knowledge throughout the all-prevailing mental darkness. A certain amount of popular prejudice has to be overcome in promoting mixed education, but my experience has led me to the conclusion that this prejudice is not very deep-rooted. It readily gives way before the efforts of those who show sympathy for the people and take a vivid personal interest in their welfare." Not every one would assent to these views, and diametrically opposite opinions have been already printed in recent annual reports; nor does the following judgment of the Chairman of Jaunpur, in reviewing the vicissitudes of the system in his district during the quinquennium, make one over-sanguine :— "The gradual decrease in the number of girls reading in boys' schools is due to the removal of the artificial stimulus that was doubtless in operation till 1908-1909. The capitation grant was discontinued: the zeal of the educational authorities subsided and with it ceased the undue pressure that was brought to bear on the teachers to swell the enrolment." 'Undue pressure' is a hard expression and the Inspector would doubtless indignantly deny its application; but, since one of the ways in which to get on is—or is thought to be—to please your superior officer, it is possible that subordinate officials may have used means for swelling the enrolment which he would not have countenanced. It is not otherwise easy to account for such violent fluctuations as attend his presence or absence from a division. Madras is not the United Provinces, and in Madras girls are not removed from boys' schools at the age of eight. Here it is the almost invariable rule. It requires a rather sanguine temperament to expect that at that age girls can carry away from school impressions 'that will never fade into nothingness.' Zeal may outrun discretion and the blowing of bubbles does no permanent good to the cause of education. In itself, the attendance of little girls at boys' schools is perfectly harmless and sometimes may do good, but it is easy to be deceived by statistics, and any form of official pressure is to be deprecated.

It must be remembered too that at its best the system does not carry us very far; for its most earnest advocate admits that it does not find favour with Muhammadans or flourish in cities, and that it can never diffuse education above the lowest stages. In other words, it leaves the heart of the problem untouched. When money is so urgently required for more genuine lines of advance, to restore the system of bribery or re-introduce a scheme of payment by results, both of which have been tried and found wanting, would not seem either very wise or very just.

Buildings.

The Chief Inspectress gives the following account of buildings:—

These are of every description. In some of the mission as well as other aided schools and in some of the model schools they are exceedingly good. In others at the other extreme they are sordid to a degree, this chiefly of course in the case of rented buildings. The worst instances are to be found, as is natural, in the small aided schools which are held in verandahs among charpoys and other household goods, while hens and goats also have their habitation there. The model schools also are often far from what they should be, and the grant of Rs. 50,000 towards buildings and equipment will meet a great need. The question of buildings is especially important in the girls' schools, as they have to be enclosed and run the risk therefore of being insanitary, while the teachers too are often forced to live in them. During the quinquennium the conditions have not changed greatly though of late the idea of building seems to have assumed much more importance. In Lakhimpur the education committee raised Rs. 7,000 in order that the building might be improved; in Unao Rs. 2,500 was given for the model school; and in Orai Rs. 1,000 has been offered; while at Fyzabad Babu Diwan Chand has just undertaken to provide a building for the school there.

General attitude of the public.

There is such an ebb and flow in female education and opinion varies so widely from place to place and between class and class, that it is unsafe to make assertions as to the state of public opinion on the subject. Various, not to say contradictory, are the opinions offered by different observers. There is in the district board reports an alternate 'yes' and 'no' to the question whether the education of girls is becoming more popular. Here are a few selected judgments. "The public generally is indifferent in the villages to the benefits of female education" (Jalaun). "There is no demand for female education" (Garhwal). "There is a slow but steadily increasing desire for female education" (Jhansi). "In this district the movement among the Hindus is growing in popularity daily" (Saharanpur). "The rural population is still for the most part indifferent to the education in its girls; but evidence is not wanting of the interest of the educated and landed classes in the subject" (Aligarh). "The prospects of female education of the district are hopeful. Progress is slow but steady. The people are realising the importance of educating their girls" (Naini Tal). "There are signs that the prejudice against it is becoming less" (Bara Banki). "Female education is still in embryo in this district and at present only slow progress can be hoped for" (Basti). "Interest is being shown in the cause by prominent men" (Hamirpur). "I regret that apart from this one chance (*viz.*, a deputation to inspect the model school Lucknow) female education appears to show no signs of development in this district at present" (Cawnpore). "Nothing could be done (*i. e.*, in the appointment of an itinerant governess by the local education committee) for lack of interest of people in the education of their female relations" (Budaun). "The increase in female education is very satisfactory and there can be little doubt the board could extend operations very much further if funds permitted" (Meerut). But as long as the dearth of competent female teachers continues and the boards are short of funds the feeling of the people cannot be fairly tested. After all in a matter of this kind the impulse must come from individual enterprise and influence, and the instances of public spirit and liberality quoted in this and former reports are sufficiently numerous to indicate a slow awakening. The Chief Inspectress thus sums up her views:—

It is difficult to say whether there is any real change in the general feeling as regards girls' education during the quinquennium, but I think one may conclude at least that apathy is taking the place of antagonism with many and that among a small minority its need is accepted. Amongst the best families of a big city such as Lucknow there is a growing demand for some further means of educating the girls, an ordinary school being felt as unsuitable, and this because otherwise marriage prospects decrease. In all the special communities again, female education is part of the programme, whether of the Arya Samaj or the orthodox Hindus; even the Mohammedans, if sufficiently advanced, make it such. Of a less noticeable character is the interest of various private individuals shown in their genuine care for the small schools under

their management which are to be found every here and there. I cannot compare their number with that of the previous quinquennium, but my general impression is that it is growing. Finally the difficulty in establishing a school is not to fill it with children, but to supply the staff; given a good teacher the children will come and the parents will not object. Nevertheless the returns for the quinquennium show that in female education it is still a case of here a little and there a little, line upon line and precept on precept. There is no general impulse towards it as yet.

Concluding remarks.

The slow progress of female education and its causes are familiar topics. The extraordinary difficulties of the problem produce at times a feeling among the workers that 'the struggle nought availeth' and 'as things have been they remain'. But such misgivings are as unreasonable as the impatient idealism which chafes at not reaching at a bound an educational paradise. It is sometimes good to know the worst and to realize obstacles at their true value. First, there is the deadweight of tradition: society has managed very well so far without educated women and there may be danger in their enlightenment. The dread of a violent social upheaval causes misgivings to many thoughtful persons. Next, there is the institution of early and universal marriage, a mighty barrier indeed against progress. Thirdly, there is public opinion to which the notion of single women earning their own livelihood apart from their families—a comparatively modern idea even in the West—is strange and repugnant. Finally, superstition sometimes sheds its baleful influence. The Chairman of Hamirpur gives the following account of the curious prejudices that sometimes have to be reckoned with :—

Among old-fashioned people there is still considerable opposition to female education. This opposition emanates chiefly I think from the older women, many of whom cherish superstitions (1) that the educated woman is likely to be childless, (2) that the husband of an educated woman is likely to die young. Many old-fashioned people also hold the opinion that female education generally is a mistaken policy as it is likely to result in undesirable independence of women. The women in Bundelkhand are often physically stronger than the men, and it is said that the origin of the heavy anklets which they nearly all wear was to counteract this physical superiority. The anklet presses heavily on the achilles tendon and is supposed to weaken the woman. Where there prevails prejudice of this kind female education is not likely to be welcomed, and whether the prejudice be based on these reasons or on others it certainly exists widely. I was talking to a senior primary school teacher, who was a *brahman*, asking him what progress they were likely to make in the education of their womenfolk, in order that they might open girls' schools in the places where their husbands or fathers taught boys, and he told me that the older generation of women would strongly oppose the innovation.

The Chairman of Muzaffarnagar gives another instance : "As an illustration of the backward state of public opinion here in regard to female education, I may mention that the presence of a few of the leading gentlemen of Muzaffarnagar at the prize-giving by the Commissioner and the teaching of calisthenics at the school have evoked much criticism and have had a bad effect on the school attendence. Although only small girls were present at the prize-giving, the former episode was considered to endanger the sanctity of the *pardah*, while several gentlemen, whose intelligence and ability is beyond question, have told me that they considered the teaching of calisthenics to girls to be unsuitable and improper."

The Collector of Jaunpur writes :—"The results are satisfactory if progress be judged solely by the counting of heads, but number and quantity are often misleading. There is no desire to educate the girls beyond the very elementary stage, nor are the old prejudices entirely giving way. It is doubtful whether the instruction of girls in public schools will ever be popular with the higher classes in a place like Jaunpur, which is a hot bed of conservatism. Education behind the *pardah* seemed to the Board to be the only practical solution, but the difficulties in obtaining suitable governesses likely to win the confidence of the orthodox families were insurmountable." The truth is that education, especially female education, is not an isolated problem and cannot be treated purely departmentally ; it is essentially a social problem. The Inspector of Agra truly says : "Until a radical change takes place in the customs and ideas of the people it will be impossible to procure a sufficient supply of competent female teachers." But a change, however slow and gradual, is surely taking place : 'far off through creeks and inlets making comes silent flooding in the main.' There is no need to despise the day of small things ; but until the education of girls comes to be regarded as being as necessary and natural as the education of boys, India must be content to hobble along educationally on one leg.

CHAPTER X.

EDUCATION OF SPECIAL CLASSES.

SECTION A.—*Europeans and Eurasians.*

Schools and scholars.

The total number of separate institutions on 31st March 1912 was 56. The number given in general table III, for Europeans and Eurasians, is 70, which includes not only the 56 separate schools but also 14 departments attached to certain schools, *viz.*, five arts colleges or, more properly, college classes, two training classes for mistresses, and seven "other special classes" for technical training, or preparation for special examinations. The decrease of six separate schools during the quinquennium is explained by the closing of the following schools:—

(1) Fair Oaks, Mussooree.
(2) All Saints' Primary School, Allahabad.
(3) Diocesan School, Chunar.
(4) Railway School, Fatehgarh.
(5) Ditto, Gonda.
(6) Modern School, Mussooree.
(7) Holy Trinity School, Allahabad.

The opening of a new Modern School, Mussooree, during the year under report compensated for the closing of no. (6) above. Allahabad seems to derive a peculiar pleasure from the opening and closing of primary schools, and as fast as one fails another springs into existence. The decrease of six separate institutions does not mean retrogression. Some of the schools never supplied a felt want and others died away for lack of pupils. Their disappearance can be a matter of regret only to their promoters.

As has been explained in previous reports, the number of special departments fluctuates from year to year, according to the presence or absence of students coming forward for special preparation. Thus arts collegiate classes have varied from 4 to 6, training classes from 3 to 2, and "other special schools" from 8 to 10. The decrease in the total number is explained by the disappearance of the Training Class at Wynberg Orphanage, Mussooree, which was not wanted, and the 'emptiness' in 1912 of one of the "special schools" which was not empty in 1907. But changes under this head have comparatively little significance, being due as the Inspector remarks "to the accident that the schools in question either had this year and had not last year, or had not this year and had last year on 31st March some pupils in their special sections."

The number on the rolls on 31st March 1912 was 4,694 as compared with 4,345 on the same date in 1907. This forms one criterion for estimating progress, but its accuracy is liable to be slightly affected by the state of the weather in the hills at the beginning of March, which if severe may keep children down in the plains. A better criterion is the average enrolment which was 4,565 at the beginning and 4,738 at the end of the period respectively. The Inspector offers the following analysis of the figures for the five years:—

The total number on 31st March was slightly, but only slightly, higher this year than last, while the average number on the rolls during the year showed a fall of 76 as compared with the previous year. It may be remarked that the average enrolment in 1910-11 was very unusually high and the slight fall, only about 1½ per cent., has probably little significance. Looking back over the quinquennium over which the "average enrolment" averaged 4,629, one remarks that during the first two years of the period the figures were decidedly below the average of the period, very decidedly so in the middle year of the period and very decidedly above the quinquennial average during the last two years. On the whole, therefore, the movement has been decidedly upwards. The upward progress is perhaps more clearly shown in the figures for the enrolment on 31st March, which averaged 4,513 for the period and show more or less steady rise throughout. The average enrolment in a year is sometimes very seriously affected by the prevalence of epidemics, and there is reason to think that this was the main cause of the serious fall in the average enrolment in the year 1909-10. The enrolment on 31st March, on the other hand, is unlikely to be affected in this way, although perhaps influenced to some small extent (only in hill schools) by the character of the weather in the beginning of March.

Similar evidence of advance appears from the figures of the total enrolment in secondary and primary schools (boys and girls) which increased more or less steadily from 4,094 at the commencement of the period to 4,454 at its close.

Compared with the average for the quinquennium the figures of enrolment on 31st March show percentage increases of four in the total enrolment of all institutions, of 3·8 in the total

enrolment of all classes of schools, secondary and primary (for boys and girls) and of six in the total enrolment of secondary schools alone (boys and girls).

The figures seem to justify his conclusion that "the advance has been quite general during the quinquennium."

It must, of course, be remembered that these figures do not represent only children of parents living in these provinces. They include also pupils from other parts of India, for whom our hill schools have special attractions; and there are in addition 195 non-Europeans (for the most part girls), who however represent less than half the percentage permissible under the Code. The average daily attendance was distinctly good, being 92 per cent. of the average enrolment. The Inspector gives the following interesting analysis of the classification of the pupils by age, the wastage in the different standards, and the numbers at school at the different ages :—

The details given in general table IX show that the average age of the children in the various standards rises very uniformly from the upper infants upwards, indicating that the children as a rule move steadily up the school. There is a slight irregularity in the lower infants, of which the average age is about 1½ years below the average age of the upper infants, whereas from the upper infants to standard V, the average age rises steadily by about a year from standard to standard, the average age of the lower infants being a little over six and that of standard V between twelve and thirteen. In the middle stage the average age of the standards rises equally steadily but by a slightly greater amount (about 1¼ years) per standard than in the lower classes, which corresponds with the fact that whereas in the standards up to V a child can usually complete the standard work in a year, most girls and many boys require four years to cover the work of the three standards of the middle section. The average age of pupils in the high section is rather over seventeen (about exactly two years above that of standard VII, the highest standard of the middle section) which is in accordance with the fact that very few, almost none, cover the work of the high section in one year. As to arts colleges, the total numbers studying are small, perhaps too small to afford materials for determining a reliable average age, considering the very different ages of the pupils, but so far as they go they seem to show that the average age of college students is about eighteen years and four months.

As regards the numbers in the various standards, leaving out of account the anomalous lower infants in which the numbers are abnormally high, we find that the numbers rise in a quite uniform curve from the upper infants to standard IV, after which they decline at an almost equal, though somewhat less regular rate. There is, for instance, a rather rapid drop from standard V to standard VI, a relatively large number apparently leaving school after finishing the former standard, whereas the relatively small drop between standard VI and standard VII seems to show that if a pupil stays on after standard V he is quite likely to go on to the end of the middle. There is, again, a considerable drop after the middle stage, quite a quarter of the total topping their education there. As however this tendency is much more marked in the case of girls than of boys (this does not appear from the table in which boys and girls are classed together, but is known otherwise) it is possible to suppose that more than 75 per cent. of the boys who finish the middle pass on to the high. The fact that the enrolment per standard reaches a maximum with standard IV, the last standard in the primary section, would seem to show that parents as a rule endeavour to have their children educated up to at least that stage, while the steady increase per standard up to that stage is probably explained by the disinclination of parents to send their children to school in the earlier stages. Many children, especially in out-of-the-way places, are allowed to run more or less wild, *i.e.*, without much education, till they are quite big, and where there are no facilities locally, *i.e.*, where education can be secured only by sending a child to a more or less distant boarding school, one can understand the feelings of parents in this matter, even in cases other than those of the very poor. But, doubtless, in many cases the cost of an education in a boarding school for the younger members of a family must be prohibitive, especially in cases where some of the older members are already at a boarding school. The provisions of article 42 of the Code are designed to meet such cases and they do so, at least in part, but the difficulty of sending off a very young child to even the most satisfactory boarding school must still remain, and I am not quite sure that even the financial difficulty is entirely met by the provision of the article. The conditions imposed, and rightly imposed, to stimulate a spirit of self-help, must often make a parent hesitate about sending away the younger members of his family and endeavour to have them taught at home at least in the earlier stages.

A related aspect of the figures is that of the numbers at school at the different ages. If the figures are plotted on squared paper, it appears from the freehand curve drawn through them that the numbers rise steadily by about fifty a year from about the age of five till about ten or eleven. After that they continue to rise, but more slowly till about the age of thirteen, which is the age with the maximum number at school. From there onwards there is a fairly rapid descent, quite marked about the age of sixteen and still more marked after the age of seventeen, which shows that the children begin to leave school about thirteen and leave rapidly after sixteen or seventeen at the latest.

With regard to the above it may be noted that the conclusions drawn are evident at a glance, if the figures are tabulated on squared paper. It may also be remarked that table IX seems to contain a considerable part, if not the whole, of the information given in table V and gives it,

moreover, in a form capable of graphic representation, which enables the significance of the figures to be brought out in a decidedly striking form, much more clearly, in my opinion, than table V can be made to do.

The opinion expressed in the concluding sentence is important in making an estimate of the comparative usefulness of the new table IX, which has been tentatively introduced this year.

So long as many Anglo-Indian parents continue to remove their children from school at thirteen years of age the condition of European education in this country must remain far from satisfactory. No doubt the majority so removed are girls, but it is surely most unwise to remove them from the wholesome influences of school at such a critical age to dawdle away their time at home. A reason given for the early removal of girls is that parents must give their sons a good education even if it means cutting short that of the girls. I have discussed this with the head of more than one girls' school and I fear that there are only too good grounds for believing it to be true in many cases. Many parents simply cannot afford to educate all their children properly.

It is an interesting question whether there is any large portion of the Anglo-Indian population remaining wholly uneducated. The question is a difficult one to answer even with approximate accuracy. Though there is certainly not in the United Provinces any large slum population in a state of complete degradation, such as for instance exists in Calcutta, the census figures seem to show that there ought to be a good many more children at school than are actually in attendance. The total population of Europeans, Armenians, and Eurasians in 1911 was 41,505, of whom according to the usual standard some 6,225 should be at school; but this is more than the average enrolment for last year by 1,500. The standard of European countries may be and is probably too high for India, where, as has been shown, the 'school-going age' is briefer; and again, some returned as Eurasians may really be native Christians and may be sending their children to schools for Indians. Occasionally, it is true, cases are brought to light, in places far removed from schools, of children growing up uneducated, but they are comparatively rare. Some of the children are of course being educated in Europe. Nevertheless the figures are somewhat disquieting when it is remembered that quite an appreciable number come from other provinces. That all is not well with the community may be gathered also from the fact that more than one-eighth of the children who are at school are educated by charity at orphanages and free schools and in many cases are entirely destitute. Out of 56 separate institutions there are four free schools, and six orphanages, or ten institutions in all, specially designed for the education of poor children, and their free scholars make up a total of 658. The figures seem to show conclusively that the problem to be faced is not more educational than economic.

Expenditure.

The expenditure on this branch of education in 1907 and 1912 respectively was Rs. 10,05,534 and Rs. 11,61,981. These totals by themselves afford a very deceptive basis for comparison. It is necessary to take into account that the first total includes a grant of Rs. 64,000 to clear off the debt of a particular school, and that the second includes Rs. 1,23,657, which was spent out of the special grant of Rs. 2,00,000 from the Government of India for buildings and equipment before this close of the quinquennium. The best way of estimating the progress in expenditure is to compare the figures for direct expenditure in the years concerned under the heads collegiate, secondary and primary education, and scholarships. All these heads show appreciable increases from the chief sources of income, *viz.*, provincial revenues, fees, and "all other sources." Under the last two heads of the total expenditure for the year there has been a slight falling-off from the figures for 1911, which perhaps requires some explanation. The decreased income from fees, paradoxical as it may seem, is attributed by the Inspector not only to the slight decrease in the average enrolment, but chiefly to the prompter payment of fees. There is an apparent inconsistency in such reasoning, but there is in reality none. The Department has had to make it plain to some school authorities that it would not tolerate laxity in realization of outstandings, and in the previous year, when this warning took effect, special efforts were made to recover them. The figures for 1911 were as a result higher than they would otherwise have been. If prompt payment and the reduction of arrears to more normal proportions are the real causes, the Inspector rightly regards the decrease as 'a not unhealthy sign.' As regards the fall under "all others sources," "the generosity of Government," writes the

Inspector, "not only made it less necessary for schools to expend money from school funds in remedying defects, but the condition that the grants had to be spent before the close of the year under review kept the recipients extremely busy. Moreover unlike building grants given under the ordinary rules, these special building grants were for the most part given without the condition that the recipients themselves should contribute a like amount." The increased expenditure under provincial revenues gives some indication of the interest which Government has taken in European education. Sir John Hewett, at an early date in his tenure of office, attacked its difficult problems, and he was particularly anxious to promote schemes for scientific and technical training in both boys' and girls' schools. But unfortunately his desire to help was frustrated by the famine of 1907-08, and it was not till the latter half of the quinquennium that he was able to commence to carry out his intentions. Since then however the assistance given has been most substantial and effective.

Not only have arts colleges and schools for special and particularly technical education been generously treated and scholarships increased, but the prospects of teachers been materially improved by a system of salary grants for trained teachers. The value of these grants in improving European education cannot be estimated too highly. They relieve the slender resources of the schools, encourage them to employ well-qualified teachers, and attract better recruits to the teaching profession. How welcome has been the assistance is shown by the amount given for this purpose, which has risen from Rs. 9,613 for 18 teachers at 11 schools to Rs. 32,830 for 53 teachers at 24 schools. The salary grants have exercised, and will continue to exercise, a most important influence in improving the personnel and attainments of teachers. The Inspector remarks :—

An effort was made in last year's report to estimate the number of trained teachers and of graduates employed on the staffs of European schools; but in the absence of definite returns it is feared the figures were only approximately accurate. Precise data are however available this year (in table X) and from these it appears that of the total number (396) of teachers employed, no less than 173, or about 44 per cent., were trained teachers, while 49, or about one in eight, were graduates. These figures are considerably above the figures given last year in regard to all three heads, but more especially in the numbers of trained teachers and of graduates. They therefore present the case in a more favourable light. The large proportion of trained teachers in European schools and the comparatively large number of graduates (about one for every separate institution in the provinces) is a good sign and indicates a very considerable leavening of good quality among teachers generally. It is difficult to say precisely how far schools have improved in this respect during the quinquennnium, but there is reason to believe that the improvement has been marked. My experience as Inspector leads me to think that bad teaching is now very much the exception and teaching of the highest class by no means rare.

Besides the recurring assistance given to general and special education, Government has regularly given liberal grants for building, furniture and appliances; but so great is the need in this direction that the welcome windfall of two lakhs from the Government of India was absorbed by the schools with the utmost ease. But whatever be the demands of European education in India, it must be admitted that the Government has deserved well of the community during the last few years.

Revision of the Code and curriculum

On the whole the new Code introduced into operation in 1907 has proved a success. As was anticipated, the abolition of grants for free day-scholars hit some schools hard, and the ordinary rates of aid were pitched too low to give as much assistance to schools generally as they required to make themselves efficient. But in these provinces not many supplementary rules have had to be framed nor have school authorities suggested many alterations. The grants-in-aid of the salaries of trained teachers, before referred to, are the only substantial addition made; but they indeed are working a silent revolution and are changing the whole aspect of things. The courses of studies in the Code are considered too elastic and the number of 'soft options' in the high school examination has attracted adverse remark. The Department has been in consultation with school authorities during the greater part of the quinquennium with a view to devising courses which shall meet all needs and yet supply a solid grounding and a liberal education. The task has been one of extreme difficulty and has meant an immense amount of labour and thought in reaching finality. The work is now at last complete and the heads of important institutions have signified their readiness to introduce the new scheme of studies.

Briefly, it has been decided to adopt two staple curricula: one literary and one scientific, the bifurcation beginning at the middle stages; greater importance is attached to the vernacular, and optional courses have been framed to meet the needs of girls. These curricula have not been prescribed for universal use, but are to be treated as 'specimen courses' indicating the standard and arrangement of studies which schools should follow; for one of the objects of the revised system is to give schools greater freedom in planning their own curricula. The authorities are at liberty either to adopt the staple curricula or to propose alternative ones for the approval of the Department. Memoranda on the aims and methods of teaching the various subjects have also been drawn up for the guidance of teachers. The new system will not come into operation till the examination of 1913. The patience and tact displayed by Mr. Murray, the Inspector of European schools, in the negotiations has contributed very greatly to the successful conclusion of a difficult and delicate task.

Collegiate education.

The popularity of collegiate education can hardly be said to have made any appreciable advance during the quinquennium. The numbers of students, male and female, reading for a degree in 1907 and 1912, were 39 and 25 respectively, while the numbers in the intermediate years have been somewhat less than in the first. The average number for the whole period is only 30 and most of these are women. There are probably two reasons why so few students pursue their studies above the school standard; first, the small utilitarian value of a degree, since there are few careers for which it qualifies; and secondly, the early necessity of beginning to earn a livelihood. The excess of women over men students reading university courses is due, on the one hand, to the greater attractions of engineering for the latter, and on the other, to the fact that teaching is almost the only profession open to the former. There are three European institutions affiliated up to the intermediate standard of the University, and one up to the B. A. degree. The last named is the Woodstock College, Mussooree, which two years ago qualified for affiliation by opening a separate college department. The question whether the exercise of the rights of affiliation by certain schools should be allowed to continue was considered during the quinquennium, and it was decided that, whilst formal affiliation should be withdrawn from them, the privileges of presenting private candidates under section 19 of the Universities Act should be liberally conceded under proper restrictions. It must, of course, be remembered that the numbers in these college classes do not represent the whole of the Europeans and Eurasians pursuing university studies. There are in addition a certain number reading in affiliated colleges in the plains.

La Martinière College.

The case of La Martinière College for boys at Lucknow deserves special mention. In the first year of the quinquennium its condition attracted the notice of the Hon'ble Sir S. H. Butler, then Deputy Commissioner of Lucknow and a governor of the school. He went fully into its affairs and stated his views in an exhaustive memorandum. So evident was the need of reform that the Government ordered a full inspection by a board of educational officers, consisting of the Director, the Inspector of European schools, and another inspector. Their report which examined the teaching, organisation, and administration of the school in every detail, confirmed the diagnosis of the situation outlined in the memorandum. While recognising that excellent work had been accomplished in the past, it showed that this famous college had been allowed to lag behind the times, and that it needed drastic reform in order to maintain its proud position. The reforms recommended included a revision of the staff and establishment; re-organisation of the class teaching; a different system of discipline; the provision of laboratories and workshops; more up to date domestic arrangements; and more and better quarters for the teachers. The improvements were estimated to cost about 1½ lakhs for buildings and equipment and some Rs. 25,000 for recurring charges. The governors have done all that lay in their power to carry out the recommendations of the inspectors, and the trustees of the institution have recognised the necessity of the increased expenditure, and have taken action to secure assignments from the Martin charities for the fulfilment of the reforms. Legal formalities and processes are proverbially slow, but at length the High Court of Calcutta has agreed to the assignment from the trust of the money asked for. The next quinquennium should witness substantial improvements and developments. Meanwhile pending the acquisition of funds for the full realisation of the scheme of

improvements, some important reforms have taken place. The school has come under the inspection of the Education Department and is receiving an annual grant-in-aid from Government; the system of teaching and discipline has been re-organised; and the buildings and equipment have been improved with the help of Rs. 25,000 from the Government of India's grant of fifteen lakhs and of a grant of Rs. 20,000 from the Local Government. Mr. Sykes, who had so long and loyally served the institution, has retired and has been succeeded as Principal by Mr. Wood.

Examinations. In the high school scholarship the number of candidates, though rising as high as 203 in the course of the quinquennium, was only slightly higher than five years ago. The proportion of girls to boys is rather high, being about one in three. The results last year are not so good as in the year preceding; but the difference is not great enough to suggest any special causes. One marked feature of the results, however, was the much better work done in Urdu. It is not safe to found an inference on the results of a single year, but it is to be hoped that this marks the beginning of a change for the better in the teaching of a subject hitherto much neglected. The conditions of the new Code, which no longer make promotion dependent on passing the middle examination, operated at first by very greatly reducing the candidates in that examination. But the numbers have again gone up and now exceed those recorded five years ago. The total was 237, made up by 175 boys and 62 girls. No doubt this recovery of popularity is due to the desire to have a uniform standard for all schools to work up to. Similarly the conversion of the primary examination from a public to a purely competitive examination for the award of scholarships at first produced an enormous decrease in the number of examinees from 420 to 71; but the numbers have been steadily rising again and stood on the last occasion at 121, 62 being boys and 59 girls.

SECTION B.—*Hindus and Muhammadans.*

Setting aside the trifling number of 109 Hindus and Muhammadans reading in European schools, we find that in public and private institutions for Indians, Hindu scholars have increased during the quinquennium from 4,82,156 to 5,61,998 and Muhammadan scholars from 1,11,042 to 1,34,375. While the former have advanced by 16·6 per cent., the latter have advanced by 21 per cent. Muhammadans have in proportion to their numbers not only gained on the Hindus, but have made up in some degree for the ground lost in the decade preceding 1907. In almost every kind of education they have gone forward more rapidly. The difference is most marked in the case of colleges, where their rate of progress is 69 per cent. as compared with 41·9 amongst the Hindus. The proportion of Muhammadan students is nearly one-fourth of the total number in colleges and is higher in this branch of public education than in any other. The figures must however be discounted to some extent by the consideration that the chief Muhammadan centre, the M. A.-O. College, Aligarh, draws its pupils from all over India and not only from these provinces. In public schools the percentages of increase are 20·6 for Muhammadans and 14·5 for Hindus. Private institutions still retain their greater popularity with the former; for while these schools absorb nearly a third of all the Muhammadans under instruction, they account for less than a tenth of all the Hindu scholars. But curiously enough they have received during the five years a larger proportionate influx of Hindus than of Muhammadans, the increases being 39 per cent. and 21·6 per cent. in the two communities respectively. It is unsafe to draw any conclusions from figures which fluctuate so notoriously, but, if they have any real significance, they suggest that the Muhammadans are overcoming their traditional prejudice against the public system of education. It is greatly to their credit that they still have more children under instruction in proportion to their numbers than the Hindus. The percentage of children to the school-going population in their community is still well to the front, being 13·4 as compared with 9·3 in the case of the Hindus. They also continue to be better represented in proportion to their number in secondary education than in primary schools. Though the circumstances of Rohilkhand are of course exceptional, the following figures, supplied by the Inspector, seem to suggest one reason, namely that their population is proportionately more urban than that of the Hindus. In urban areas there are 6,227 Muhammadan scholars out of the total number of 13,794—more than half, in fact; while in rural areas they number more than one-fifth of the whole number 39,017.

In special schools they have made practically no advance. Their number has only nominally increased from 817 to 836, but Hindus have increased from 3,470 to 4,527. For this I am unable to assign any reason. In female education the Hindus have again advanced, the numbers having increased from 27,143 to 39,063, while the Muhammadans have actually fallen back from 10,188 to 9,159. What this may be due to is not easy to imagine. It would be a slur upon the community to suggest that the belief in the value of female education had declined, but what else is one to think? So far as male scholars are concerned, the Muhammadan community has made considerable progress; but in one direction things are less satisfactory. The numbers of Hindu and Muhammadan teachers have increased in vernacular schools from 9,917 to 10,015 and from 1,861 to 1,886 respectively in the last two years. Again, the figures given in chapter III, concerning sub-deputy inspectors and the remarks in chapter VII about the scarcity of Muhammadan candidates at the Allahabad Training College, are not satisfactory. The matter is deserving of close attention by the leaders of the community. The Department would be very glad if the supply of properly qualified Muhammadans for educational appointments could be increased; but when it is complained, as it often is, that the Muhammadan community is too sparsely represented in the Educational Department, the answer is that they keep themselves out of it by their reluctance to acquire the necessary qualifications for admission. In English schools however they hold their own, for while the number of Hindu teachers has increased from 643 to 689, Muhammadan teachers have increased from 193 to 216. Zealous members of the Muhammadan community have from time to time suggested that special measures should be taken by Government to promote education among their people. The figures given in this chapter should satisfy them that in the United Provinces such measures are unnecessary. Again, they have urged that the reports on public instruction should deal at much greater length with the subject of Muslim education, which they have erroneously represented to be in a parlous state. I trust that their anxieties will now be allayed, and that they will realize that not "special measures" of Government but the combined efforts of the community are the means of salvation.

SECTION C.—*Colvin Taluqdars' School, Lucknow.*

The last five years have been an are of great and rapid expansion at the Colvin Taluqdars' School in the provision of educational opportunities in the widest sense of the term. In the first place, the staff has been strengthened by the appointment of an English Vice-Principal, and the scale of pay of the Indian staff has been revised. The improvement in prospects makes the service more attractive, though the smallness of the classes and the isolation of the staff necessarily militate against the recruitment of the cream of the profession. Secondly, the equipment and accommodation have been increased by the addition of more class rooms, more hostel quarters, a science laboratory, a new library and common room, built by subscription, a fine swimming bath presented by the Maharaja Sir Bhagwati Prasad Singh of Balrampur, the Sajjad Memorial hall, a billiard room, a plot of land for a demonstration farm, new stables and a riding room, while a polo ground is under contemplation. All these improvements have been effected by special grants, private generosity and a much more liberal annual endowment from the British Indian Association. The increase of expenditure from Rs. 7,000 to Rs. 54,502 shows that money has been laid out with no niggard hand, and that no stone has been left unturned to make the school in every way worthy of the purpose for which it was founded. Nor has the inner life of the school failed to keep pace with its material advancement. The tuitional state has been raised to a higher standard, the work is better organised, the discipline is excellent and the provision and arrangements for games of all sorts admirable. In his last inspection report the Inspector of Schools wrote, "I have no hesitation in praising very highly the painstaking care that is bestowed upon all the boys now being educated here. The work in school, the games, and the supervision of the hostels and of the menial staff are all very carefully organized and systematically checked. The time of the boys has been carefully allotted so as to keep them well occupied without undue restraint. They are wisely allowed some time to themselves in the intervals between prescribed games and work, but the

intervals are so arranged as to make it almost impossible for them to get into serious mischief in the time at their disposal." Such being the case, it is a thousand pities that the class for whom the school is specially intended does not take fuller advantage of the excellent opportunities offered. It is true that the numbers have slightly risen, the enrolment having increased from 40 to 43 and the average attendance from 24 to 34. In 1910 they rose to the highest on record, *viz.*, 64. Still, they are miserably small for a school consisting of scholars of ages varying from 8 to 20 ; and the paucity of scholars constitutes a great obstacle to effective classification, maintenance of standards, the stimulus that springs from emulation, and the development of a richer corporate life. It would make a world of difference if more boys came for admission and generally at a younger and more malleable age. The school has been very fortunate in its Principals : in Mr. Davis, cut off by an untimely death in 1910, and in Mr. Rees, who brought from Aligarh an established reputation as a school master and disciplinarian.

SECTION D.– *The Reformatory School, Chunar.*

The condition and administration of the Reformatory have continued on the lines described in the last quinquennial report. The numbers have lately shown a slight tendency to rise, due in part to the system of reciprocity now in vogue, by which boys can be transferred from the province in which they are convicted to the province of their origin. Under this system, the Chunar school stands to receive more boys than it gets rid of. During the middle of the period the health of the boys suffered severely from the malaria which then devastated the provinces, and the admissions to hospital became abnormally high ; but the special measures taken, especially the regular administration of quinine under the orders of the Civil Surgeon of Mirzapur, soon reduced the sick list, and the health reports have since been quite satisfactory. The general education of the boys has made satisfactory progress. By giving the boys a good education in the vernacular a new career has been opened to the best of them. It has enabled them to gain admission to district training classes and thereby qualify for the profession of elementary teacher. Though good trade masters are not easy to obtain, industrial training has been carried on with success, and the number of trades taught has increased. The distribution of the boys in the various trades in 1911 was as follows : carpentry 24, blacksmithy 18, tailoring 15, weaving 34, stone-cutting 19, leather-work 7, cane-work 15, pottery 5, mason's work (introduced during the year) 14, gardening 21. The certificates of merit and medals, won at the Allahabad Exhibition, together with the progress recorded in the manufacturing department, testify to the quality of the work done. The conduct of the boys has been satisfactory on the whole ; offences having been neither numerous nor serious. It is true that there were six attempts at escape one year, but these were found to be due to the bad influence of a few incorrigibles who were scarcely suitable for admission to the school. The statistics of the after-career of boys are not unsatisfactory. The proportion of those who cannot be traced has not materially diminished in spite of the payment of Re. 1 a month for three years as an inducement to keep under observation. It is hoped that tracing will be more effectual, now that the deputy inspectors, whose duty it is to keep in touch with the boys, have been provincialized ; but it is too much to expect that leakage can be prevented altogether. Moreover, it does not follow that those who have disappeared have returned to a life of crime. The percentage of those who practise the trades and handicrafts taught them at the Reformatory has shown a slight tendency to rise, which is due no doubt to the custom of teaching boys their hereditary trades as far as possible. The licensing system has been no more successful than in the previous five years. In 1909 as many as 5 boys were out on license. In 1910 the failure of this system together with the frequency of escapes in the preceding year seemed serious enough to Government to call for investigation by a special committee, and in the scope of its enquiry was also included the question of making more effective the efforts towards moral reclamation, about which doubts had been raised. The problem before the committee was, in brief, how to make the place more like a school and less like a prison. On the question of licensing out, the committee recommended that the boys might be prepared for their life of lonely apprenticeship by learning how to

cook their food, and that the shyness of employers in taking boys of such antecedents might be overcome by the grant of a Government stipend for each boy licensed to the firm employing him. It is hoped that better results will ensue when the system is tried again on these lines. The problem of making escape impossible in a place like the fort of Chunar without injuriously interfering with its architectural characteristics, is of course insoluble. The committee pointed out that the chances of escape might be diminished if the superintendent were empowered to make small structural repairs, when necessary, without calling in the Public Works Department, and this suggestion has been carried out. But they also remarked, "It is a building from which any able-bodied person can escape if he is determined to do so." The risk of escape must therefore always remain. The only effectual remedy is to destroy as far as possible the desire to escape. To this problem the committee devoted their chief attention, making several useful recommendations which have been carried out and have already begun to produce a good effect. Though watch and ward are vigilantly maintained, the warders are now less in evidence, and the teachers and trade masters are more with the boys. The improvement in pay of the subordinate establishment has resulted in a better stamp of man offering for service. The teaching establishment has also been revised and its salaries increased. More facilities have been given for games and the boys have taken kindly to them. Good behaviour is rewarded by liberal gratuities and the privilege of greater freedom. Careful attention is paid to moral training and a reading room and library add to the amenities of life. This more liberal *regime* costs more money, and the expenditure in 1911-12 was Rs. 34,947 or nearly Rs. 4,000 more than five years ago. But the satisfactory state of things recorded in the last annual report shows that it has been thoroughly justified.

CHAPTER XI.

Private Institutions.

The fortunes of private institutions during recent years have been somewhat remarkable, and as they have, owing to a variety of causes, attracted lately more than usual attention, it is desirable to scrutinize with special care the data available and endeavour to form an estimate of the position and possibilities of these schools in the world of Indian education. All inferences derived from the statistics must, of course, be accepted with reservations, for it is a commonplace that the returns are never very reliable and the fluctuations frequently incomprehensible. The figures are obtained in the main through the agency of board school teachers, and they may not always be in a position to gather accurate information. How far the figures may distort the real facts is illustrated by the increase of 60 per cent. in the Agra division. The Inspector writes: "This increase has taken place chiefly in the Mainpuri and Farrukhabad districts. It may be more apparent than real owing to more careful and systematic collection of statistics than used to be the case." But the sudden increase in the number of schools from 222 to 465 in the Lucknow division, while the number of scholars has only increased from 3,104 to 4,485, representing a decline in the average number of pupils in each school from 14 to 9, is on the other hand hardly calculated to restore confidence.

Taking the provinces as a whole the number of schools and scholars rose during the quinquennium from 4,570 and 69,277 to 5,430 and 90,412 respectively. The advance began in the early part of the period, then there was a pause, followed by a very rapid rise of nearly 18,000 in the last year. Famine and epidemic diseases affect these schools no less than aided primary schools. Coming to particular classes of schools, we find that Arabic schools after alternately falling, rising, and again falling have regained their position; that Sanskrit schools after steadily rising had a temporary set back, but are again on the rise and have added nearly 2,200 scholars to the last quinquennial total of 5,688; that Koran schools after experiencing some vicissitudes are more numerous and better filled than before; while elementary vernacular schools, after showing a slight tendency to decline, shot up in the last year by some 33 per cent. Some curiosities of the returns are the increase in number of scholars in Arabic schools in Benares, Agra and Meerut divisions, the increase in Sanskrit schools in Agra and Rohilkhand and a decline in Koran schools in Meerut. Private institutions continue to preponderate in the western parts, Meerut division containing nearly a third of the total number of scholars; while Meerut, Rohilkhand, and Agra together account for considerably more than half. The proportion of Muhammadans is still very high compared with their percentage of population, but the rate of increase has been relatively higher for the Hindus. Allowing for all unaccountable fluctuations the general fact remains that private institutions have shown signs of revival, and the question arises and, in fact, has recently been raised, whether these schools might not be more generally employed as one of the means of educational expansion. It assumes greater importance from the doubts that have been raised as to the suitability of the education in public elementary institutions and from the prominence given in public discussion to the need of religious education. By the protagonists of 'indigenous education' the old-fashioned *Maulvi* and the *Pandit* have been contrasted favourably with the new breed of school master and the religious atmosphere of the *maktab* with that of the modern school. Thus the Chairman of Jaunpur remarks: "As an economical agency for breaking down illiteracy and extending elementary education these indigenous schools serve a useful purpose, and they have a further advantage in that they admit of the introduction of religious training as well. In spite of their drawbacks the old types of *mak'ab* and *pathshala* appeal more strongly to the oriental mind and should be encouraged by means of grants-in-aid and scholarships." It is an ungrateful task to throw cold water on a scheme which has the fascination of old-world associations and immemorial tradition; but there are certain stubborn facts which it is impossible to ignore. Leaving aside the very open question whether the idyllic picture

frequently painted of these seminaries is not overdrawn if not actually 'begot of nothing but vain fantasy,' it is indisputable that the course of instruction, however excellent in some instances and in some directions, yet regarded as a whole, is too narrow for a system of popular education. The purposes of the public elementary school have been defined in a complete and final manner by the Board of Education, Whitehall. It is 'to form and strengthen the character and to develop the intelligence of the children entrusted to it, and to make the best use of the school years available, in assisting both girls and boys, according to their different needs, to fit themselves, practically as well as intellectually for the business of life.'

In order that the question, how far indigenous schools fulfil the purposes of a public elementary school according to this definition, may be answered, it will be as well to give a brief description of each class of school.

Mahajani schools.

Mahajani schools are widely scattered throughout the provinces and are to be found in most villages where traders congregate and in commercial towns. Their first purpose is to teach *paharas* and *gurs, i. e.,* multiplication and fractional tables and rules for rapid mental calculations. Some go no further; but the better ones add reading and writing in the *mahajani* character for the purpose of keeping *bahikhatas*, account books in the native system of book-keeping, and for simple business letter-writing. The scholars find employment subsequently as *gumashtas* or *munibs*, that is, as accountants in shops. Such schools are indispensable in Indian rural economy and would continue to exist whether aided by the State or not. But they are not schools for general education, being merely trade-schools for the benefit of a particular class.

Vernacular schools.

Indigenous schools for the teaching of a vernacular, Hindi or Urdu, are less common than *mahajani* schools and the attendance at them is usually smaller. Some confine themselves to teaching reading, others add also a little mental arithmetic, and a few teach writing as well. They are of an ephemeral and migratory nature, dependent on the capacity of the teacher to collect sufficient scholars to enable him to make a living by fees. In Oudh *kaithi* is sometimes taught in place of the *devanagri* character. The more stable schools of this class are aided by the boards. They are almost invariably 'venture schools,' and if there is a manager he exists as a *nominis umbra* to satisfy the requirements of the grant-in-aid rules. He neither contributes towards the maintenance of the teacher nor does he concern himself with the affairs of the school. If he is sufficiently good-natured or if he has any children reading in the school, he may perhaps lend his *chaupal* as the place of meeting.

Koran schools.

Koran schools are usually attached to mosques and are to be found where Muhammadans congregate or form a not inconsiderable proportion of the surrounding population. The *pesh imam*, the prayer leader, is almost always the school teacher as well. The scholars commence by studying the Arabic alphabet and as soon as they can read they are made to recite *suras*, or chapters of the Koran. Neither writing nor arithmetic is taught. So far as my experience goes instruction is ususally confined to reading and memorizing, but sometimes an attempt is also made to explain the meaning of what is read. This, however, is rare. The schools are purely theological and they could not be made to serve the purpose of secular education.

Maktabs.

Persian *maktabs* were once far more numerous than they are now, and though they could not as such well be aided as elementary schools for secular education, their steady disappearance is much to be deplored. From this class of school came, and still come, but in decreasing numbers, the 'language teachers' of boards' vernacular schools; and though the methods of instruction they employ are often 'a stumbling block' to young and up-to-date inspecting officers, such men know their subject well as a rule and can teach it in their own fashion with success. In these *maktabs* Urdu is taught as well as Persian, but very rarely any arithmetic. In such as I have visited I have always found the penmanship to be wonderfully neat and good, and the knowledge of Persian possessed by the scholars, poor though it might in some aspects be, has given them a mastery over Urdu which is not frequently met with in a board school. But the taste or the demand for a knowledge of Persian has declined in the countryside, and schools which once flourished have closed their doors or degenerated into aided vernacular schools of a much inferior type.

Pathshalas. Sanskrit *pathshalas* of the indigenous type—not those of which the Sanskrit College, Benares, takes cognizance—are generally speaking rather poorly attended. They are to be found where the member of the *Brahman* population is sufficient to create a demand for the learning of a little Sanskrit and Hindu astrology. The pupils seem to spend most of their time in casting horoscopes or divining auspicious days and times for commencing occupations. The schools may be classed as professional, for the scholars are destined to earn their livelihood by presiding at or helping in the performance of those religious ceremonies which make up so large a part of the life of the orthodox Hindu villager. In some a little Hindi is taught and also writing, but not much attention is paid to this side of the work; and it cannot be said of them, as of the Persian *maktabs*, that the knowledge acquired of the classical language makes the scholars proficient in the allied vernacular.

City schools. There is yet another class of indigenous school, but it differs from those already mentioned in being essentially modern and designed to meet modern requirements. In large cities where European influence is beginning to be widely felt and in cantonments where the European community is numerous enough, there is springing into existence a class of school that is intended to serve the needs of those who come into contact in their daily lives, whether in service or in business, with the Western world and its ways. These city schools teach a smattering of English along with some Urdu or Hindi and a little arithmetic in English figures. They are very far from being efficient means of elementary instruction, but the amount of education acquired is apparently just enough for the scholars' purposes, and the inclusion of English in the curriculum of studies, badly though it is always taught, is much appreciated. Some of these schools are largely attended, and more than one Indian gentleman has suggested to me that the sudden growth in the numbers of indigenous schools and scholars is due to the rapid rise of this class of school.

Though the boards primary schools in the United Provinces are at present a long way removed from fulfilling the ideals of the Board of Education, would the schools described above fulfil it in any sense at all? Could *Koran* schools be made to conform to such an ideal, or, at the other extreme, *mahajani* schools? The former is a kind of perpetual 'Sunday-school' that takes no account of fitting children practically and intellectually for the business of life, and the ways of the latter I will now attempt to describe.

Two instances will suffice. Within earshot—for the indigenous school is a very noisy institution—of a board's primary school, huddled in a small *chaupal*, I found an aged teacher and about twenty very young scholars working at a system of mental arithmetic which made the brain reel to contemplate. By means of a very ingenious but wholly mechanical set of rules they were doing in their heads petty calculations of great intricacy. There were no books nor *takhtis*, nor any school appliances whatever. Here was an institution of such hoary antiquity that it belonged to an age when writing was not in use and when necessity compelled men in default of it to invent devices for making complicated calculations in their heads. Like the marsupials or the duck-billed platypus it had managed to survive into a later period. It still had its uses though it had degenerated into a mere trade accomplishment; for the youthful *bannia* was set to learn therein and his parent was prepared to pay no less than four annas a month for him to do so. When the teacher had taught his present little band of scholars how to use his mental arithmetic with sufficient proficiency he would move on, he said, to another village. His life had been spent in such migrations and the usual period of his halts was from two to three years. He complained that the work was hard and tedious and very badly paid and he looked as if 'sharp misery had worn him to the bones.' The other school is of a more stable nature, and I have known it off and on for nearly fifteen years. It probably has flourished for many generations. It is situated in a country town largely inhabited by small traders, and is sure of a perpetual succession of young *bannias*. Here in a building, which serves also as the teacher's private house, in the verandahs and the courtyard sit the scholars. The noise is almost deafening, for there are usually between sixty and seventy in attendance. When I first saw it there were over a hundred. In addition to much the same system of mental arithmetic, which forms the bulk of the instruction, the boys are taught to write words and figures in a character which has a

rather ragged appearance and a disreputable likeness to Hindi. Here again no printed books are used and nothing else is taught but to write and keep accounts and be a 'ready-reckoner.' The district board, by a rather generous interpretation of the rules, has lately given the teacher a grant-in-aid; but he told me with some feeling that times were bad, for the attractions of the neighbouring board school had begun to tell upon his clientèle. The local *bannias* were, in short, beginning at last to appreciate the system of instruction given in the public elementary school.

This type of school is clearly not of a kind that could be converted into a public elementary school. The schools are in fact trade schools with a rather narrow purpose; and if they were incorporated into the State system, should be classed as technical schools. To aid them as primary schools and use their figures to swell totals would be a species of deception. As to *maktabs* and *patshhalas*, those who blame the Government for not making more use of them in a scheme of popular education are probably unaware that the grant-in-aid rules make provision for giving them assistance, if they are willing to add to the instruction which they give some reading, writing and arithmetic and to submit to inspection. They can have assistance for the asking, if they will fulfil the easy conditions of aid; that many of them do not apply for help can only be due to unwillingness or inability to conform to the simple requirements of the Code. The advocates of indigenous education are accustomed to describe these schools as truly popular and to argue that, even if they do not teach 'the three R's' they teach what large masses of the people require. Unfortunately for this argument the figures are against it. The average enrolment of private schools, all told, is less than 17 scholars a piece, and it must be remembered that the total includes the figures for several oriental schools with a very large enrolment of scholars. District boards have been closing down aided and board schools with enrolments that fall below twenty, because they were held not to enjoy sufficient popularity. It is curious also to note that those who would distribute aid broadcast among indigenous schools, presumably unconditionally, are often also among those who cry out against the evanescent nature of the primary education now given under the Government curriculum. But how much more evanescent would be that part of the instruction, fitting them for the business of life, which the scholars of *maktabs* and *pathshalas* would carry away with them!

I have been led to deal at length with this aspect of the problem of education because it is time for those who clamour so insistently for the State to change its policy, to pause and consider exactly what it is that they are aiming at in their advocacy of these interesting survivals. Dating from a period in India, when reading and writing was regarded as coming, in the immortal words of Dogbery, 'by nature' as a hereditary craft, their traditions scarcely promise to make them fit instruments for banishing illiteracy from the land. They have steadfastly adhered to their isolation, the destruction of which would practically deprive them of their *raison d'être*. The following description of them given by the Local Government a quarter of a century ago is still true to-day: "All these institutions address themselves to special classes of the population and owe their existence to the fact that they supply special educational requirements which cannot be combined with the general form of instruction necessarily adopted in our public schools. No attempt to bring them under inspection of the officers of the Department would affect this essential distinctive character and might interfere with their support by the classes on whom they depend for pupils. Their managers appear clearly aware of this, and it is not probable that they will voluntarily seek for incorporation with the general system of education supported by Government." In the wide field of Indian education there is ample room for them. *Floreant!* But the duty of the State seems plain, to press forward with its policy of providing efficient elementary instruction for all who want it. To follow the policy suggested by the advocates of indigenous schools would be to offer in its stead a spurious literacy.

A few words must be said of individual institutions. The Arabic School of Deoband which enjoys an almost Asiatic reputation, drawing as it does its pupils from many places beyond India, has continued to flourish. Its enrolment has risen in five years from 267 to 600 and its buildings have been extended. Other schools

of Musalman learning are the Imam-ul-Madaris, the Syed-ul-Madaris, the Nur-ul-Madaris and the Islamia school at Amroha. The Lalit Hari Pathshala at Pilibhit is perhaps the largest private institution for the study of Sanskirt. At the Gurukul near Hardwar, the most notable educational stronghold of the Arya Samaj, Sanskrit is a staple subject of study.

CHAPTER XII.

Physical and Moral Training.

Physical Training.

Anglo-vernacular schools.

Physical training in anglo-vernacular schools is in a far healthier state than it was a few years ago. A variety of causes has led to this result, but not least the abolition of the annual inter-school tournaments. They were useful institutions in serving to awaken an interest in games, but the time has happily gone by when physical exercise was regarded as a waste of time. The enthusiasm which tournaments aroused was altogether out of proportion to their importance and was not always quite healthy. They had begun to develop a wrong attitude towards games and sports on the part of both masters and boys. The former were tempted to devote to the organization of the tournament-teams attention which might have been more profitably directed throughout the playing season in organising games for the whole school, and the indulgences, which the headmaster was often constrained to make in favour of his band of champions, in the supposed interests of the school's reputation, were not good for the general tone and discipline. The annual athletic 'orgy,' as it has been termed, was a serious interruption to school work, and the gathering of excited crowds of partisans often led to regrettable incidents. One Inspector caustically remarks, "no one could honestly write about tournaments under the combined head of 'physical and moral training.'" The feeling among thoughtful persons had been growing stronger every year that they had outlived their usefulness and that their obvious drawbacks were increasing in effect. The Lucknow division was the first to break away from the tournament system. An interesting experiment was tried there of developing a league system which spread the matches, which would have been concentrated at a single place for a week, over the whole season and the various schools of the division. The competition concluded with a single day's meeting for the final tie and athletic sports. The experiment was successful enough to be recommended for trial as an alternative to tournaments, but even this system was found to encourage an unhealthy athleticism. Finally, with the concurrence of nearly all concerned the inter-school tournament was abolished altogether. Outsiders who had enjoyed the spectacle and had not thought of looking below the surface, as those who were in charge of schools were forced to do, prophesied, Cassandra-like, that its extinction would be the death-blow of athletics. But their forebodings have not been fulfilled, and one of the strongest advocates of tournaments thus utters his recantation :—

Abolition of inter-school tournament.

> This annual carnival rendered good service in its day in fostering a love for athletics amongst the youth of the country, and would continue to do so, had it not also unfortunately been instrumental in nurturing other characteristics which ought to have been stamped out altogether or kept in rigid subjection. With the wheat had also sprung up tares. On the whole, therefore, the influence of the tournament was not for good. I made careful enquiries during the past year from headmasters with the view of ascertaining whether the suspension of the tournament has had any adverse effect on the zeal with which their scholars engage in games. They have all been unanimous in the opinion that this has not been the case, and my own observations have led me to come to the same conclusion. Indeed all those upon whom was imposed the task of organizing and controlling this annual battle of the giants and their adherents are devoutly thankful that they have been relieved of the responsibility involved.

Another Inspector also bears witness to the same effect :—

> The year under report has witnessed the abolition of divisional tournaments, a reform which has been making itself more and more insistently felt as the years of the last quinquennium have passed. The 'unfortunate incidents,' which were becoming more and more numerous each year, the 'envy, hatred and malice' thereby engendered, the spirit of professionalism which was so rampant, the exclusion of all but what was practically a band of trained gladiators from the school playing fields, the unsportsman-like and unscrupulous means so often adopted by headmasters in order that they might have ineligible representatives in the tournament, are too well known to need further enlargement upon. It was therefore with a great feeling of relief that orders for the abolition of the tournament were received and the fostering of games and sportsmanship was left to be done without the noxious stimulus of tournaments. The year has been one of experiment in almost all schools as to the means most suited to the promotion of an interest in games; but though in some instances there was at first an apparent set-back to the popularity of games, it was

not long before the wisdom of the step was made manifest in every school. The initial blow which the abolition of the tournament seemed to have dealt was simply due to the lack of interest exhibited by the 'professional' and other 'pot-hunters,' and to the fact that there was no longer any inducement to headmasters to admit and keep in their schools boys who had no intention to work, but who simply attended schools to play games. This period, where it existed, was quickly followed by a reaction, which has taxed the resources of the schools to the utmost to enable them to meet the demands made on them for material and gear. In no school in the division has the abolition of the tournament had other than beneficial results. I have been surprised with the keenness and spirit with which games, especially those between little boys, have been played. As one headmaster reports, 'I wish to put it on record that far from there having been any lack of interest the season just over has been one of the busiest in the school since I took charge of it. What is more, far greater interest in games has been shown by youngsters than by grown-up boys in my school, so much so that at times I have found it difficult to meet the wishes of my rising generation of players, if I might call them so.' In practically all schools sports were held as well as competitions in the various games—hockey, football, and cricket—for which the schools were divided up into sections according to various systems. Besides most of the schools played matches with other teams, school and private, a thing they were for the most part unable to do formerly as the tournament absorbed all available funds.

Playgrounds.

One drawback to the proper organization of games still exists in the want of a good playground in many a school. But considerable progress has been made in the matter during the quinquennium. For instance, in the Meerut division fifteen high schools have playgrounds of their own, and all have been provided in the last five years, and two more are shortly to be acquired. The Inspector of Lucknow also reports "considerable progress in providing more and better playgrounds for secondary schools." But it is still true that schools, even those which have teams for cricket, hockey and football, are "often hampered in practice for want of sufficiently large playgrounds." It is something gained to have it clearly recognised, as it now is, that no school is complete without a good playing field.

Drill and gymnastics.

Though physical drill is a compulsory subject only up to the upper primary standard, it is taught in some schools up to the middle standard and in at least one to a higher still. In most schools it is under the care of gymnastic masters, who are also useful in looking after games. Gymnastics are practised only in a few large schools. Athletics suffer from the general disinclination to "train."

Vernacular schools.

In vernacular schools physical education has maintained without difficulty the position which the measures described in the last quinquennial report successfully secured for it in popular favour. The flavour of novelty and excitement, which then clung to it, has given place to a sense of familiarity, which is itself a guarantee of its secure position. Much less nursing is now required, and the machinery works far more automatically. The physical training, for which the schools are more directly responsible, consists mostly of drill and *desi kasrat*. Gymnastics of a sort are not uncommonly part of the programme. But usually only a few boys cultivate them, and they, according to one of the inspectors, tend to be acrobats rather than gymnasts. Though he has seen gymnastics in nearly all the town schools of his division, he declares that he had only seen one gymnast! Opinions differ widely about the degree of proficiency displayed at *desi kasrat* and drill, no doubt because individual experiences are different. Thus one inspector thinks "they are usually well done," and a chairman agrees with him, saying that he had seen them performed "with marked steadiness and precision." Another inspector on the other hand remarks: "It generally happens that the *desi kasrat* exercises degenerate into what is more or less a farce. The exercises are excellent in themselves but they must be performed with very great precision to be of any use at all, and the teachers in our vernacular schools, even though they may have gone through the course of physical training at the normal school, have no eye for precision." He considers that exercises on horizontal and parallel bars are more beneficial because "even when they are badly done, they do serve to some extent to develop the muscles of the body." As few complaints are heard it is probably safe to split the difference and conclude that the average degree of smartness is fairly good. I have little doubt myself from what I have seen that *desi kasrat*, when it is well taught, is far preferable to gymnastics for village boys; and if it is carelessly done in the schools of a district the district inspecting staff is to blame for supineness. There have been some changes in the organization of instruction in *desi kasrat*. In the first three years the custom was followed of appointing

itinerant drill instructors, one or more for a district, to keep teachers and boys up to the mark, but with the larger supply of normal trained teachers, who have been through a course of instruction in physical exercises, such men are becoming superfluous. Boards are gradually getting rid of them and relying on ordinary class teachers to do the work. The exhibitions of physical exercise, which form the usual termination of an inspecting visit, help to keep up the standard.

Vernacular school boys have not the same opportunities as boys in English schools for playing English games, such as cricket, football and hockey; for they are much worse off in respect of playgrounds. Where open spaces are available, they take to them readily, especially if they are encouraged by the district officials. But the need for playgrounds for them is being recognized and in some places is being supplied. In the Meerut district five schools have playgrounds, and three more are to have them. In Etawah a playground has been provided for the joint use of all the city schools. Their own games and pastimes, such as wrestling, Indian clubs and the like, flourish wherever there is space to play them. One inspector thinks they are "too individualistic and do not call forth those moral virtues which collective games, where the player merges himself in his side, inculcate." But they are undoubtedly good for the body and are excellent forms of recreation. Moreover, so far as the moral aspect is concerned, the virtues of individualism are by no means to be despised. Annual district tournaments continue to stimulate sports of all kinds and are thoroughly popular institutions.

Moral Training.

Students and 'Politics'.

At the opening of the quinquennium a dark and ugly storm-cloud was gathering on the moral horizon of our colleges and schools, and seemed not unlikely to spread over the sky and burst in a destructive deluge. Attempts were being made by agitators to corrupt the minds of the students and mislead them into the devious paths of disloyalty. Some educational authorities seemed inclined to treat the matter too lightly and had to be recalled to a sense of their duty. Precautions were taken in time, and the good sense and moderation of the middle classes did the rest. The evil dispersed as rapidly as it arose. Though watchfulness is always necessary, it has not again made its appearance. The student world has for the last five years been free from any outward manifestations of sedition, and those who are best able to judge believe that "politics" of a questionable sort are out of fashion.

The conduct of students may be summed up in the formula 'satisfactory on the whole.' There has been, as already noted, a little trouble at some of the normal schools, and during the last year a serious epidemic of immorality among school boys was reported in one up-country town and sporadic cases elsewhere. Elsewhere there have been the usual crop of cases of cheating and insubordination. Irregularity and unpunctuality are minor offences which are chronic and indigenous, but the restoration of fines for such offences at the beginning of the quinquennium has interested the parent in checking them. In one division there were two cases of collective indiscipline. The ringleaders were punished in one instance; but the Inspector writes of the other: "I regret to say that the managing committee thought fit to pardon the boys. I trust that this leniency will not have a bad effect." Mistaken leniency is too frequently a menace to the maintenance of good order in Indian schools; and sometimes the simplest conception of what discipline means seems to be wanting. Not very long ago a school under private management had to be taken to task for getting into a state of hopeless demoralization, and it was with great reluctance that the educational authorities agreed to adopt the disciplinary measures which were imperatively called for. This, however, was an isolated case, and on the whole discipline has been well maintained. Vague complaints are still common that the rising generation is lacking in respect for elders and superiors and devoid of courtesy and good manners. Such accusations are often hasty generalizations from 'regrettable incidents' coming within an individual's experience. When the numbers under instruction are considered, such incidents are surprisingly few. If these are the gravest faults that can be found with the Indian youth, it may be safely inferred that there is nothing very tangible against him for his detractors to lay hold of. The Indian student is no more a paragon than the school boy in

other countries. He has his own characteristic faults, some of which are quite bad enough, but there is no need to paint lurid pictures of his immorality, irreverence and irreligion, at least in these provinces, if he is sometimes afflicted with the cubbishness which is apt to accompany adolescence everywhere under the sun.

The demand for moral and religious instruction.

Nevertheless an uneasy feeling persists or at least has gained widespread expression that the moral and religious life of the student is not so well looked after as it ought to be. It is complained that this side of his nature is starved, that he is, therefore, left defenceless against or more susceptible to evil influences. Some protest that purely secular education is the secret underlying cause of social, moral and political 'unrest;' but a perverted religious sense has unfortunately quite as often been the cause of depravity. The manifest waning of faith and the waxing of unbelief in an age of transition, the weakened authority of orthodoxy and the inrush of new ideas all produce a tension between the old order and the new, and give rise to an uneasy feeling that the times are out of joint. In such circumstances a chorus of voices proclaims the remedy. The lover of the ancient ways, the missionary, the denominationalist, the advocate of religion as an instrument of law and order, all clamour for religious and moral education. Latterly the claims of religious education have been pushed into fresh prominence by the movement in favour of communal universities. But whatever conclusion is arrived at, the matter is clearly one of the greatest importance, deserving the closest and most earnest consideration.

Existing practice.

Before discussing the merits of the remedies proposed, it may be as well to state what provision exists at present in our colleges and schools for the inculcation of morals and religion. Taking private colleges first, we find that the Bible is regularly taught in Missionary institutions; that there are a mosque and prayer rooms at Aligarh; that both the Agra Colleges and the Kayastha Pathshala open the day's work with prayer; that at Meerut College there is a prayer room for Muhammadans and a *puja* hall for Hindus; and that at the Central Hindu College, Benares, religious worship is regularly performed and specially prepared text-books on the Hindu religion are taught. Next as to schools: there is a special hour for religious instruction at the Dayanand Anglo-Vedic School, Dehra Dun; the Shyam Sunder Memorial School, Chandausi, and the School Departments of the Central Hindu College and the Kayastha Pathshala open with prayer; and in all mission schools there is a period devoted to Bible teaching. In the institutions of a Government, pledged to a settled policy of neutrality in religious matters, no such arrangements can be made, but facilities are afforded under proper safeguards for the religious instruction of the children of parents who desire it. Section 74 of the Educational Code provides that such instruction may be given as a private arrangement, but it must be imparted out of school hours and only those scholars are allowed to attend whose parents or guardians desire that they should do so. No compulsion of any kind is allowed to be applied. So far advantage has been taken of the section in five schools only, Muzaffarnagar, Meerut, Bulandshahr, Budaun and the Jubilee High School, Lucknow. It has been suggested that English education would be more popular with Muhammadans, if the provisions of Section 74 were more widely known. But the proportion of Muhammadans learning English is not low, and the section has been in force for many years. If one may judge by the response the middle-class parent must be pronounced '*parcus deorum cultor et infrequens*.' As there is no likelihood that the British Government will recede from its policy of religious neutrality, it would be waste of time to discuss the merits or defects of compulsory religious instruction. But before leaving the subject, a point which is generally overlooked in this connection is that Government prescribes the equal observance of the festivals of the various religions; and as a consequence probably no school-boy in the world enjoys so many holidays as the Indian school boy. The aggregate of them during the year is so considerable that it would provide time and opportunity for both religious practice and religious instruction, sufficient to satisfy the aspirations of the most zealous. It is curious that those who cry out for religious instruction for students have not thought of making use of these ample opportunities.

Moral instruction.

It being out of the question for Government to prescribe compulsory religious education, might it not, certain reformers ask, at least provide moral

instruction by means of special lessons and special text-book? The introduction of such lessons would not be an altogether new departure. In the readers, both English and vernacular, now used in the schools, there is quite a number of moral lessons more or less 'direct.' This fact was clearly brought out at the Allahabad Educational Conference in 1910. But they are not labelled 'moral lessons' and no doubt in the hands of a class of teacher, all too common, in practice their literary and linguistic aspects attract more attention than their ethical tendencies. The treatment of the latter element depends entirely on the teacher. An earnest and a thoughtful man will welcome the opportunity to inculcate morality; but if he is wise, he will do it in such a way that his scholars will remain unconscious of the direct purpose of the lesson. The only cases reported of *bona fide* direct moral instruction are the experiment of teaching "Youth's Noble Path" on Saturday afternoons at the Jubilee High School, Lucknow, and the teaching of '*bhakti*,' a collection of sacred texts, compiled by the Raja of Partabgarh for his high school. Though these instances are few, there is a strong current of opinion, held mainly perhaps by persons who view the schools from without, in favour of making direct moral teaching universal and making room for it in the school time-table. Upon such a vexed question no sober-minded educationist would wish to dogmatize, but it is significant that at the deliberations of the Allahabad Educational Conference gentlemen, specially interested in the subject and representative of different religious communities, were unanimous in believing that moral instruction divorced from religion would be of little avail. But an *argumentum ad hominem* such as this would probably not carry much weight with enthusiasts and they would point to its merely negative conclusion. The epigram "what is new, is not true, and what is true is not new" seems to apply to the arguments used about the matter on both sides with more than its usual force. But it is perhaps permissible to doubt, without being branded for it as an adversary, whether, since the somewhat large infusion of moral lessons in the ordinary lesson books is declared to have failed to develop the character, there is any reasonable expectation that a magical effect would be produced by collecting such lessons, adding to their amount, binding them in a separate volume, labelling them moral, and giving them a special and honoured place in the curriculum? All lessons are moral which are not actually immoral, but the canonization of the moral lesson in the time-table might tend to obscure the fact. The educator must be careful not to ignore the fundamental unity of the moral life.

I will end with a quotation from a trenchant passage on the subject written by Mr. Burrell:—

> It is no use to attack the problem as if it were a case of laying on gas and water. What is wanted is not a particular kind of lessons, but good schools. That is to say the problem is composite and will not admit of a single solution. Every improvement in schools therefore makes for morality. Healthy material surroundings, good play grounds, conscientious performance of duty by master and pupils, strict order and discipline, well organised games, well regulated hostels, care for boys out of school, all these are factors in the process. But the pivot of the situation is the teacher. The moral problem, then, turns out to be a personal problem. What is wanted is not measures but men. It is the old difficulty of improving stocks which admits of no ready-made solution. But though the demand for moral instruction is one which in its literal shape it would be unwise to gratify, it may perhaps be regarded as a symptom of a healthier state of public opinion. It may be the expression of a growing pain. Apart from a good deal of cant and mechanical repetition of shibboleths, it may indicate the growth of a conception that education should be broad enough and deep enough to affect the whole nature for good, and is something more than mere attendance at school and cramming for an examination.

CHAPTER XIII.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

Constitution of the Text-Book Committee.

The Committee has continued to work with the number of members fixed in 1901, but its constitution was revised under the orders of Government in the first year of the quinquennium. Four of the members must be inspectors of schools, who act as presidents of Sub-Committees, and thus stand for Government and Departmental responsibility; another must be an assistant inspector of schools, with special knowledge and experience of the needs of vernacular schools; another must be a headmaster of a Government high school, who can directly represent the needs of English education; while educated public opinion is represented by not less than ten non-official members. Unfortunately it is not always easy to find a sufficient number of private gentlemen with the requisite leisure, scholarship and interest in education. When complaints are made that non-official opinion does not find sufficient voice in the determination of the suitability or otherwise of books for use in schools this fact should be borne in mind. Disappointed authors and publishers sometimes charge the Committee with prejudice or worse; they would no doubt continue to do so were the Committee constituted in any other way. They are perhaps unaware that a member who is in any way interested pecuniarily in a book must absent himself from the discussion of either it or any other book with rival claims. An element of definiteness has been introduced into the discussion of books intended for use in the high sections of English schools by the duty, which is now laid on the Committee, of recommending books specially suitable for use in preparation for the School Leaving Certificate examination. A list of such books is published separately every year for the guidance of headmasters. The importance of this function increases with the extension and influence of the examination.

Work of the Committee.

During the last five years the constitution of the Committee has stood a pretty severe test. The work of producing school books, except in special cases like the one mentioned below, is left to private enterprise. The *cacoethes scribendi* has been rife in all branches of school literature to an extent that has placed a great strain upon the Committee; while the importunity of authors, who have sometimes very remarkable ideas of the literature required for school boys, and the competition of publishers to get their wares approved, have combined to render membership no sinecure. The number of publications of all kinds considered and disposed of during 1911 was 741, the highest yet recorded. But a comparison of the figures for the first and second halves of the last decade shows most clearly the way in which the operations of the Committee have expanded. The number in 1902 was 191, while the publications dealt with in 1902—1906 amounted to 1,660. During the next five years the number was 3,209, and the average per year rose from 332 to 641·8. In other words the number has very nearly doubled. The time of the Committee seems often wasted over the consideration of large numbers of unnecessary and unsuitable books thrust upon its notice; but even such employment has its use, being protective in its character, for unequivocal condemnation is a sentence of final banishment for a worthless publication. The work of critically reviewing and selecting the best, is difficult, responsible and delicate. Of works in English, particularly in such subjects as history, geography and mathematics, sent by publishers in Great Britain, there is often an *embarras des richesses*; for the consuming capacity of schools is strictly limited. But, as the Inspector of Lucknow remarks," there is much greater difficulty in securing suitable text-books in the vernaculars particularly in such subjects as history and geography." The absence of a universally accepted literary standard and the extraordinary ignorance of the qualities of what constitutes a good school-book constitute a perennial difficulty.

The new vernacular readers.

The linguistic difficulties are well illustrated by the case of the vernacular readers now in use. This series, which had taken some five years to compile under the auspices of a special committee appointed by Government, was no sooner introduced into the schools in 1907 than it was assailed with a storm of criticism. Neither the language nor the subject matter was spared. The so-called 'common' or *bazar* language satisfied neither Hindus nor Muhammadans and

at once raised the Urdu-Hindi controversy in an acute form. The style was condemned as too jejune to serve as an introduction to literature for boys who would continue their studies to a higher stage; there was said to be no proper graduation of literary levels from year to year; and the simplicity of their subject matter was dismissed as silly or offensive or useless. Much of the criticism was obviously the offspring of hasty and ignorant fault-finding, and as such refuted itself, but a good deal seemed weighty and serious enough to demand careful consideration. Accordingly a joint committee of the Hindi and Urdu sub-committees was summoned in 1906 to sift the criticisms. Though many of them turned out to be baseless, some were adjudged to be well-founded. The conclusion arrived at was that the readers though generally suitable for the lower primary stage had too poor a vocabulary and too bald a style to be a suitable preparation for further literary study, and that the subject matter occasionally left something to be desired. The next step was to revise the readers in such a way as to meet the findings of the joint committee. But the whole matter has since passed into another phase. The larger question of the suitability of the present system of primary education, especially for the rural population, was taken up by Government, and in the course of discussion it was decided to replace the present readers by others more adapted to the needs of the masses. The preparation of a new series was entrusted to the Rural Education Committee, and the work is not yet completed. Experience alone can show whether the feat of producing readers in a common language is capable of accomplishment; but already there are ominous mutterings on the horizon and 'the ragged rims of thunder' seem to be advancing. Can a common language be devised which will meet with approval as a literary vehicle is again the burning question? An 'expert committee' is now engaged in the difficult and delicate task of endeavouring to secure that the language shall be 'common,' yet without bias to either Urdu or Hindi. At least it may be safely asserted that the attempt is being made on more hopeful lines. Instead of being translations of an English original, the lessons in the readers are, following the methods successfully adopted a few years ago in Bombay, original vernacular compositions.

But the troubles with the vernacular do not end here. Equally urgent and important is the finding of suitable literary readers for the middle sections of schools. Those in use are not altogether satisfactory either in style or in subject matter. Plenty of alternatives are offered, but none stands out clearly as capable of filling the gap. The difficulty is that there is little to choose between them. They are compiled very much on the same lines, draw very much from the same stock of materials and generally contain rather inappropriate matter. The Text-book Committee had just proposed that special committees should be appointed to consider the lines on which new Hindi and Urdu readers for middle classes should be prepared, when Government independently raised the whole question of the study of the vernaculars. The question of preparing middle readers was under the orders of Government dropped; but it seems likely that it will have to be taken up again, for complaints are common that the knowledge of language is weak in middle schools, normal schools and training classes, because the readers used are lacking in literary merit.

The supply of text-books.

The reports of both inspectors and district boards for the past year have very little to say on the subject of the supply of text-books, partly no doubt because they have more pressing matters to discuss, and partly also, it is to be hoped, because they have no complaints to make. Nevertheless the punctual, regular and sufficient supply of books to teachers and scholars has not always been secured during the quinquennium. Anglo-vernacular schools, being situated for the most part at head quarters, have practically no difficulties to face, for competition in the open market suffices to equalise supply and demand. But in the case of vernacular schools, especially those situated at a distance from the head quarters of a district, difficulties still arise. The book dépôts, formerly managed by deputy inspectors, have everywhere been abolished, and their place is taken either by authorised book agents appointed by boards or by open competition. Custom varies from district to district according to local circumstances, but the latter method appears to be gaining ground and seems likely to continue to do so with the spread of education and the consequent demand for printed books. Troubles occasionally arise through the misconduct

or slackness of teachers or agents; and of course punctuality in India is too often regarded as the thief of time. On the whole, the arguments from silence in the reports for the year justify the belief that the book market is more accessible and more satisfactory than it used to be not very long ago.

Libraries.

The value of good libraries for educational purposes has been increasingly recognized during the quinquennium, and the desire to disseminate useful books and encourage a love of good reading has perhaps been reinforced by the harmful effect of pernicious literature so prominent during the last few years. Until lately town schools were for one reason or another not regarded as qualified to possess libraries of their own. When, however, it was proposed two or three years ago to extend the benefit to them also, the idea was well received. Financial stringency once more, which has so chronically vexed district boards, hindered the realisation of the idea on any wide scale. Nevertheless a few boards have managed to provide something in their budgets for such libraries, and Mr. Gracey has set a very good example in this as in other educational matters in the Etawah district. A good deal of money has been distributed lately for school apparatus and furniture, and it is to be hoped that the desirability of a modest equipment in the form of books may not have been entirely overlooked.

ALLAHABAD:
The 14th October 1912.

C. F. DE LA FOSSE, M.A.
Director of Public Instruction,
United Provinces.

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GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the United Provinces of Agra and Oudh at the end of the official year 1911-1912.

(For Details see General Table III.)

Area and population.			Institutions and scholars.	Public Institutions.								Private Institutions.		Grand Total.	Percentage of.
				Collegiate Education.		School Education, General.			School Education, Special.		Total of Public Institutions.				
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges	Secondary Schools.	Primary Schools. Upper.	Primary Schools. Lower.	Training Schools.	All other Special Schools.		Advanced.	Elementary.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1,07,267	Towns ... 418 Villages 1,06,023 Total... 1,06,441	Males 24,641,831 Females 22,540,213 Total ... 47,182,044	Institutions. For Males.	32	10	564	3,000	6,258	116	94	10,074	868	4,318	15,260	14·34 Institutions to number of towns and villages.
			Institutions. For Females.	5	...	72	178	779	18	7	1,059	2	242	1,303	1·22
			Institutions. Total ...	37	10	636	3,178	7,037	134	101	11,133	870	4,560	16,563	15 56
			Scholars. Males ...	4,602	1,184	90,456	2,33,804	2,37,149	1,121	4,878	5,73,194	19,066	65,411	6,57,671	Male scholars to 17·79 male population of school-going age.
			Scholars. Females.	54	4	6,600	12,734	28,606	161	235	48,394	160	5,775	54,329	Female scholars 1·67 to female population of school-going age.
			Scholars. Total ...	4,656	1,188	97,056	2,46,538	2,65,755	1,282	5,113	6,21,588	19,226	71,186	7,12,000	10·06

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces of Agra and Oudh for the official year 1911-12.

(For details see General Table IV.)

	Total Direct Expenditure on Public Instruction.								Total Indirect Expenditure on Public Instruction.								
	Collegiate Education.		School Education, General.			School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	Total Expenditure on Public instruction.
	Arts Colleges.	Professional Colleges	Secondary Schools.	Primary Schools. Upper.	Primary Schools. Lower.	Training Schools.	All other Special Schools.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1.—Institutions { For males ...	8,79,740	4,91,754	23,76,483	8,75,192	7,67,858	1,38,582	3,35,845	58,65,454	2,29,886	83,894	5,27,414	2,13,799	19,44,371	2,75,590	8,72,370	41,47,324	1,07,92,838
For females	23,407	...	1,83,628	85,100	1,17,951	60,661	9,313	7,80,060									
Total ...	9,03,147	4,91,754	28,60,111	9,60 292	8 85,809	1,99,243	3,45,158	66.45,514	2 29,886	83,894	5,27,414	2,13,799	19,44,371	2,75,590	8,72,370	41,47,324	10,792 838
2(*a*)—Percentages of Provincial expenditure included in columns 2—18 to total Provincial expenditure on Public Instruction.	9·27	11·81	22·28	1·07	·26	3·08	5·35	53·12	1·13	2·24	6·55	2·34	25·87	5·70	3·05	46·88	100·00
(*b*)—Percentages of Local Fund expenditure included in columns 2—18 to total Local Fund expenditure on Public Instruction.	·57	...	11·47	26·47	23·18	2·36	·32	64·37	..	...	10·43	2·22	20·68	1·19	1·11	35·63	100·00
(*c*)—Percentages of Municipal expenditure included in columns 2—18 to total Municipal expenditure on Public Instruction.	2·08	...	21·93	21·34	39·32	·19	1·04	88·90	...	...	·98	1·97	2·45	·84	4·86	11·10	100·00
(*d*)—Percentages of total expenditure in columns 2—18 to total expenditure on Public Instruction...	8·37	4·55	26·50	8·90	8·21	1·84	3·20	61·57	2·14	·78	4·89	1·98	18·01	2·55	8·08	38·43	100·00

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces of Agra and Oudh for the official year 1911-12—(concluded).

(For details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							
	Collegiate Education.		School Education, General.			School Education Special.		Total.
				Primary Schools.				
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper.	Lower.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8	9
3. Average annual cost of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions. Cost to Provincial Revenues ...	231 9 0	674 5 5	30 4 5	12 13 7	12 2 3	180 6 4	53 14 1	61 11 0
Government Institutions. Cost to Local and Municipal Funds.	...	...	0 1 11	...	0 7 11	...	...	0 1 6
Total cost ...	290 0 9	684 1 9	47 7 6	13 2 5	12 10 2	181 6 8	59 5 11	76 1 6
Local Fund Schools. Cost to Provincial Revenues ...	...	...	0 0 7	...	...	...	...	0 0 1
Local Fund Schools. Cost to Local Funds ...	...	...	7 3 2	3 8 0	3 11 3	99 12 3	...	4 2 11
Total cost ...	...	...	10 11 5	4 1 2	4 9 9	101 6 2	...	5 3 5
Municipal Schools. Cost to Provincial Revenues ...	...	...	3 3 4	...	...	...	...	0 4 11
Municipal Schools. Cost to Municipal Funds ...	...	...	16 12 7	5 8 3	5 13 9	...	11 11 2	6 12 10
Total cost ...	...	...	30 6 7	6 0 8	6 6 6	...	11 11 2	8 9 4
Institutions in Native States. Cost to Native State Revenues ...	...	...	15 15 9	0 7 3	0 5 7	...	...	3 9 10
Institutions in Native States. Cost to Local and Municipal Funds.	...	...	6 10 3	2 9 0	3 0 8	104 2 8	...	3 12 7
Total cost ...	...	...	23 11 4	3 14 3	3 6 3	104 2 8	6 15 3	8 0 0
Aided Institutions. Cost to Provincial Revenues ...	53 14 5	...	13 5 3	0 8 8	0 0 1	202 5 10	29 5 4	3 1 1
Aided Institutions. Cost to Local and Municipal Funds.	8 4 11	...	1 5 9	2 3 6	1 14 6	0 9 6	8 0 9	2 0 1
Total cost ...	196 10 3	...	47 1 9	4 15 7	2 4 10	368 11 5	78 5 0	14 8 7
Unaided Institutions—Total cost	137 0 5	79 15 2	49 9 1	4 10 10	3 14 6	...	125 5 5	38 14 5
All Institutions. Cost to Provincial Revenues ...	78 3 6	373 8 11	8 15 8	0 2 11	0 0 7	91 4 3	40 10 7	3 7 7
All Institutions. Cost to Local and Municipal Funds	5 0 11	...	4 3 6	3 7 10	3 1 3	49 15 2	2 7 8	3 8 6
Total cost ...	203 5 1	414 10 1	30 11 11	4 4 11	3 9 9	157 4 1	69 14 4	11 9 7

GENERAL

Return of Colleges, Schools and Scholars in the

Class of institutions.	Public							
	Under Public manage							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
COLLEGIATE EDUCATION. English	2	492	515	416	...	...	...	...
COLLEGIATE EDUCATION. Oriental	2	362	356	288	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
COLLEGIATE EDUCATION. Law	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Medicine	1	29	29	27	...	...	...	...
COLLEGIATE EDUCATION. Engineering	1	412	435	435	...	...	...	...
COLLEGIATE EDUCATION. Teaching	2	73	74	72	...	...	...	..
COLLEGIATE EDUCATION. Agriculture	1	115	119	104	...	...	...	...
Total	9	1,483	1,528	1,342	...	...	...	...
Secondary Schools.								
SCHOOL EDUCATION, GENERAL. For Boys High Schools	47	12,928	12,934	11,116	2	639	642	562
SCHOOL EDUCATION, GENERAL. For Boys Middle Schools English	...	...	...	...	10	1,474	1,440	1,219
SCHOOL EDUCATION, GENERAL. For Boys Middle Schools Vernacular.	6	718	657	524	354	43,330	40,546	31,108
SCHOOL EDUCATION, GENERAL. For Girls High Schools	...	...	..	...	...	...	..	...
SCHOOL EDUCATION, GENERAL. For Girls Middle Schools English	...	..	...	...	1	111	99	63
SCHOOL EDUCATION, GENERAL. For Girls Middle Schools Vernacular.	6	573	528	366	2	83	73	70
Total	59	14,219	14,119	12,006	369	45,637	42,800	33,022
Primary Schools.								
SCHOOL EDUCATION, GENERAL. For Boys Upper	2	137	116	104	2,589	2,14,728	1,94,007	1,48,757
SCHOOL EDUCATION, GENERAL. For Boys Lower	2	42	39	34	2,803	1,25,648	1,15,691	88,761
SCHOOL EDUCATION, GENERAL. For Girls Upper	36	2,277	2,067	1,492	58	2,474	2,273	1,639
SCHOOL EDUCATION, GENERAL. For Girls Lower	20	816	722	516	308	9,526	8,964	6,337
Total	60	3,272	2,954	2,146	5,758	3,52,376	3,20,935	2,45,494
Schools for Special Instruction.								
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	7	472	473	455	108	643	623	599
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses.	7	41	39	33	1	4	4	3
SCHOOL EDUCATION, SPECIAL. Schools of Art	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law Schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical Schools	2	326	286	282	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying Schools.	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Technical and Industrial Schools.	5	348	266	203	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Commercial Schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Agricultural Schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Reformatory Schools	1	151	162	160	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other Schools	45	2,183	2,232	1,817	1	60	60	40
Total	67	3,521	3,458	2,950	110	707	687	642
Total of Colleges and Schools of Public Instruction.	195	22,495	22,059	18,444	6,237	3,98,720	3,64,422	2 79,158

TABLE III.

United Provinces for the official year 1911-12.

Institutions.							
ment.				Under private management.			
Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17
...	...	...	...	13	2,115	2,001	1,828
...	...	...	...	12	772	703	546
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	25	2,887	2,704	2,374
1	407	410	289	54	17,220	16,712	14,358
1	106	99	82	47	7,232	6,953	5,713
2	160	146	123	10	1,029	1,036	809
..	...	...	...	18	1,819	1,865	1,749
...	...	...	...	30	2,847	2,695	2,326
...	...	...	...	9	921	831	601
4	673	655	494	168	31,068	30,092	25,556
10	1,260	985	775	373	19,851	18,263	14,258
37	1,964	1,469	1,319	3,279	1,11,014	1,02,683	83,242
...	...	...	...	82	4,270	3,804	2,866
...	...	...	...	436	11,871	11,265	8,564
47	3,224	2 454	2,094	4 170	1,47,006	1,36,015	1,08,930
1	6	6	6	...	...	...	...
...	...	...	...	9	106	115	109
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	2	50	62	54
...	...	...	...	24	823	782	668
...	...	...	...	1	4	9	7
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
1	45	44	24	12	601	580	453
2	51	50	30	48	1 584	1,548	1,291
53	3,948	3,159	2,618	4,411	1,82,545	1,70,359	1,38,151

GENERAL

Return of Colleges, Schools and Scholars in the

	Class of institutions.	Public institutions—(*concluded*). Under Private Management—(*concluded*). Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of Scholars on the 31st of March.	Number of scholars on the 31st of March learning— English.	A classical language.	A vernacular language.	Europeans and Eurasians.
	1	18	19	20	21	22	23	24	25	26	27
Collegiate Education.	*Arts Colleges.*										
	English	6	717	728	661	21	3,324	3,233	1,895	...	46
	Oriental	2	198	139	120	16	1,332	169	1,241	91	...
	Colleges or Departments of Colleges for Professional Training.										
	Law	5	559	529	387	5	559	559	...	...	..
	Medicine	...	...	...	...	1	29	...	...	...	2
	Engineering	...	...	...	...	1	412	...	...	...	58
	Teaching	...	...	...	...	2	73	73	...	33	1
	Agriculture	...	...	...	...	1	115	85	...	30	...
	Total ...	13	1,474	1,396	1 168	47	5 844	4.119	3,136	154	107
School Education, General.	*Secondary Schools.*										
	For Boys. High Schools ...	11	2,975	2,913	2,522	115	34,169	32,226	12,890	34,415	1,797
	For Boys. Middle Schools English ...	16	1,992	2,025	1,651	74	10,804	7,889	2,316	10,784	509
	For Boys. Middle Schools Vernacular	3	141	94	132	375	45,378	...	...	45,951	...
	For Girls. High Schools ...	2	73	79	64	20	1,892	1,879	607	795	1,270
	For Girls. Middle Schools English ...	4	278	253	253	35	3,236	1,465	85	2,735	372
	For Girls. Middle Schools Vernacular	...	...	...	...	17	1,577	26	...	1,371	...
	Total ...	36	5,459	5,364	4,622	636	97 056	43,485	15,898	96,051	3,948
	Primary Schools.										
	For Boys Upper ...	26	1,495	1,338	1,029	3,000	2,37,471	626	172	2,37,180	201
	For Boys Lower ...	137	4,405	3,956	3,018	6,258	2,43,073	63	1,286	2,39,742	...
	For Girls Upper ...	2	46	45	27	178	9,067	241	92	8,773	147
	For Girls Lower ...	15	469	500	331	779	22,682	19	18	22,664	...
	Total ...	180	6.415	5.839	4,405	10.215	5.12.293	949	1,568	5 68,359	348
School Education, Special.	*Schools for Special Instruction.*										
	Training Schools for Masters ...	...	...	...	...	116	1,121	...	18	1,162	...
	Training Schools for Mistresses.	1	10	7	7	18	161	62	...	108	45
	Schools of Art ...	...	...	...	...	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	2	326	...	...	...	3
	Engineering and Surveying Schools.	1	22	24	24	3	72	72	...	18	72
	Technical and Industrial Schools.	6	500	431	418	35	1,671	214	...	236	69
	Commercial Schools ...	...	...	...	..	1	4	4	...	...	...
	Agricultural Schools ...	...	...	...	...	...	...	...	..	...	...
	Reformatory Schools ...	...	...	...	...	1	151	...	...	151	...
	Other Schools ...	...	...	...	...	59	2,889	92	415	2,382	55
	Total ...	8	532	462	449	235	6 395	444	433	4,057	244
Total of Colleges and Schools of Public Instruction.		237	13,880	13,061	10 644	11,133	6,21,588	48,997	21,035	6,08 621	4,647
PRIVATE INSTITUTIONS.	1. *Advance teaching*—(*a*) Arabic or Persian ...					484	11,377	21	10,602	774	...
	(*b*) Sanskrit					386	7,849	69	7,337	458	...
	(*c*) Any other oriental classic					..	...	...	...	...	...
	2. Elementary, teaching a vernacular only or mainly. For Boys					2,666	41,603	1,053	806	39,744	...
	2. Elementary, teaching a vernacular only or mainly. For Girls					148	2,753	31	41	2,681	...
	3. Elementary, teaching the Koran. For Boys					1,407	18 900	11	18,544	355	...
	3. Elementary, teaching the Koran. For Girls					91	927	...	881	46	...
	4. Other Schools not conforming to Departmental standards. For Boys					245	6,905	2,717	1,339	3,446	...
	4. Other Schools not conforming to Departmental standards. For Girls					3	93	...	..	98	...
	Total ...					5,430	10,412	3,902	39,550	47.602	...
	Grand Total ...					16 563	7 12 000	52 899	60,585	6,56,223	4,647

TABLE III.

United Provinces for the official year 1911-12—(concluded).

Classification of scholars on the 31st of March, according to race or creed.							Number of girls in boys' schools.	Number of boys in girls' schools.
Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.		
	Brahmans.	Non-Brahmans.						
28	29	30	31	32	33	34	35	36
73	713	1,623	866	...	2	1	5	...
...	1,024	18	289	1	...	...	...	...
2	87	363	106	...	1	...	...	...
...	11	14	2	...	...	...	2	...
4	74	206	70	...	...	...	...	...
3	25	34	10	...	...	...	2	...
...	24	77	14	...	...	...	...	...
82	1,958	2,325	1,357	1	3	1	9	...
775	6,703	17,422	7,387	31	22	32	168	...
611	1,778	4,852	3,024	8	16	6	163	...
154	11,623	24,036	9,514	11	...	40	67	...
484	30	54	31	4	18	1	...	256
2,341	138	250	119	...	16	...	...	247
117	293	957	210	...	...	...	...	...
4,482	20,565	47,571	20,285	54	72	79	398	503
618	70,246	1,34,110	31,914	11	6	365	3,851	...
407	66,541	1,41,020	34,329	36	...	740	6,197	...
582	1,591	4,918	1,829	...	...	...	...	184
191	5,290	13,287	3,904	10	...	...	...	273
1,798	1,43,668	2,93,335	71,976	57	6	1,105	10,048	457
1	525	396	196	...	...	3	...	...
64	12	21	19	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
74	56	165	28	...	...	...	...	...
...	...	...	...	...	...	..	...	...
543	137	508	323	..	18	73	...	...
2	...	1	1	...	...	...	..	...
...	...	...	...	...	...	...	...	...
...	9	87	55	..	...	...	...	...
8	738	1,872	214	...	...	2	...	...
692	1 477	3,050	836	...	18	78	...	...
7,054	1,67,668	3,46,291	94,454	112	99	1,263	10,455	960
2	202	643	10,524	...	...	6	104	...
...	6,715	1,134	...	...	...	...	16	...
...	...	...	...	...	...	...	...	...
1,676	6,749	25,221	7,906	...	...	51	811	...
439	394	1,737	183	...	...	...	...	64
...	5	107	18,788	...	...	...	1,233	...
...	...	...	927	...	...	...	...	52
158	1,656	3,486	1,594	...	...	11	69	...
...	4	77	17	...	...	...	...	...
2 275	15,725	32,405	39,939	...	...	68	2,233	116
9,329	1,83,393	3,78,696	1,34 393	112	99	1,331	12,688	1,076

GENERAL TABLE III A.

Number of Scholars on the 31st March, classified according to Sex, Race, or Creed.

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
			Brahmans.	Non-Brahmans.				
COLLEGIATE EDUCATION—								
Arts Colleges—								
English ... Male ...	16	55	710	1,620	866	...	2	1
English ... Female ...	30	18	3	3	...	...	..	...
Oriental ... Male ...	...	...	1,024	18	289	1	...	...
Oriental ... Female ...	...	...	...	...	...	...	...	...
Colleges for Professional training—								
Law ... Male ...	...	2	87	363	106	...	1	...
Law ... Female ...	...	...	...	...	...	...	...	...
Medicine ... Male ...	...	...	11	14	2	...	...	. .
Medicine ... Female ...	2	...	...	...	...	...	...	
Engineering ... Male ...	58	4	74	206	70	...	...	...
Engineering ... Female ...	...	...	...	...	...	...	...	...
Teaching ... Male ...	1	2	25	33	10	...	...	...
Teaching ... Female ...	...	1	...	1	...	...	...	..
Agriculture ... Male ...	...	...	24	77	14	...	...	...
Agriculture ... Female ...	...	..	...	...	...	...	...	...
Total ...	107	82	1,958	2,335	1,357	1	3	1
SCHOOL EDUCATION—GENERAL—								
Secondary Schools—								
For Boys—								
High Schools ... Male ...	1,631	775	6,703	17,420	7,387	31	22	32
High Schools ... Female ...	166	...	...	2	...	...	...	...
Middle Schools—								
English ... Male ...	346	611	1,778	4,852	3,024	8	16	6
English ... Female ...	163	...	...	...	...	...	...	...
Vernacular ... Male ...	...	154	11,621	23,971	9,514	11	...	40
Vernacular ... Female ...	...	...	2	65	...	...	...	...
For Girls—								
High Schools ... Male ...	210	28	1	9	8	...	...	...
High Schools ... Female ...	1,060	456	29	45	23	4	18	1
Middle Schools—								
English ... Male ...	142	104	...	...	1	...	...	...
English ... Female ...	230	2,237	138	250	118	...	16	...
Vernacular ... Male ...	...	...	...	...	...	...	...	...
Vernacular ... Female ...	...	117	293	957	210	...	...	...
Total ...	3,948	4,482	20,565	47,571	20,285	54	72	79
Primary Schools—								
For Boys Upper Male ...	113	611	69,170	1,31,609	31,737	11	6	363
For Boys Upper Female ...	88	7	1,076	2,501	177	...	...	2
For Boys Lower Male ...	...	395	64,787	1,36,906	34,026	32	...	730
For Boys Lower Female ...	...	12	1,754	4,114	303	4	...	10
For Girls Upper Male ...	55	88	6	27	8	...	...	..
For Girls Upper Female ...	92	494	1,585	4,891	1,821	...	..	...
For Girls Lower Male ...	...	25	38	202	8	...	...	...
For Girls Lower Female ...	...	166	5,252	13,085	3,896	10	...	...
Total ...	348	1,798	1,43,668	2,93,335	71,976	57	6	1,105
SCHOOL EDUCATION—SPECIAL—								
Schools for Special Instruction—								
Training Schools Male ...	...	1	525	396	196	...	...	3
Training Schools Female ...	45	64	12	21	19	...	...	...

GENERAL TABLE III A.

Number of Scholars on the 31st March, classified according to Sex, Race, or Creed—(concluded).

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
SCHOOL EDUCATION—SPECIAL—*(concluded).*									
Schools for Special Instruction—(concluded).									
Schools of Art	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Law Schools	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Medical Schools	Male	...	17	56	153	28	...	...	...
	Female	3	57	...	12	...	...	...	...
Engineering and Surveying Schools.	Male	72	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Industrial Schools	Male	13	516	137	492	259	...	18	73
	Female	56	27	...	16	64	...	...	...
Commercial Schools	Male	...	2	...	1	1	...	...	...
	Female	...	...	...	...	...	...	...	...
Agricultural Schools	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Reformatory Schools	Male	...	...	9	87	55	...	...	...
	Female	...	...	...	...	...	...	...	...
Other Schools	Male	55	8	738	1,872	214	...	...	2
	Female	...	...	...	...	...	...	...	...
Total	...	244	692	1,477	3,050	836	...	18	78
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION—		4,647	7,054	1,67,668	3,46,291	94,454	112	99	1,263
PRIVATE INSTITUTIONS—									
1. ADVANCED TEACHING—									
(a) Arabic or Persian	Male	...	2	201	643	10,401	...	...	6
	Female	...	...	1	...	123	...	...	...
(b) Sanskrit	Male	...	...	6,701	1,112	...	...	...	..
	Female	...	...	14	22	...	...	...	...
(c) Any other Oriental Classic.	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—									
For Boys	Male	...	1,657	6,580	24,679	7,825	...	...	51
	Female	...	19	169	542	81	...	...	...
For Girls	Male	...	7	6	51	...	...	...	...
	Female	...	432	388	1,686	183	...	...	...
3. ELEMENTARY TEACHING—THE KORAN ONLY—									
For Boys	Male	...	...	5	107	17,555	...	...	...
	Female	...	...	..	...	1,233	...	...	...
For Girls	Male	...	...	...	...	52	...	...	...
	Female	...	...	...	...	875	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—									
For Boys	Male	...	158	1,644	3,445	1,578	...	...	11
	Female	...	...	12	41	16	...	...	...
For Girls	Male	...	...	...	...	...	...	...	...
	Female	...	...	4	77	17	...	...	...
Total of Private Institutions	...	...	2,275	15,725	32,405	39,939	...	...	68
Grand Total	...	4,647	9,329	1,83,393	3,78,696	1,34,393	112	99	1,331

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public Under Public Managed by Government. Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. English	1,83,154	...	...	50,432	...	269	2,33,855
Oriental	18,537	...	...	...	...	240	18,777
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	20,471	...	...	2,635	...	...	23,106
Engineering	3,23,852	...	...	2,423	...	...	3,26,275
Teaching	53,420	...	...	...	...	...	53,420
Agriculture	45,299	...	...	1,361	...	...	46,660
Total	6,44,733	...	...	56,851	...	509	7,02,093
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys — High Schools	4,11,500	262	1,406	2,38,533	59	1,314	6,53,074
For Boys — Middle Schools — English	...	...	...	...	...	...	...
For Boys — Middle Schools — Vernacular	6,556	...	...	936	...	...	7,492
For Girls — High Schools	...	...	...	...	...	...	...
For Girls — Middle Schools — English	...	...	...	...	...	...	...
For Girls — Middle Schools — Vernacular	9,421	...	...	...	196	...	9,617
Total	4,27,477	262	1,406	2,39,469	255	1,314	6,70,183
Primary Schools.							
For Boys — Upper	1,343	...	...	656	...	..	1,999
For Boys — Lower	...	246	...	...	...	...	246
For Girls — Upper	26,842	...	...	...	...	...	26,842
For Girls — Lower	9,240	...	130	...	...	...	9,370
Total	37,425	246	130	656	...	...	38,457
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	74,380	...	...	...	...	521	74,901
Training Schools for Mistresses	17,983	...	...	...	...	...	17,983
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	40,498	...	...	...	...	...	40,498
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	67,031	...	...	619	...	1,212	68,862
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	34,947	...	...	...	...	..	34,947
Other Schools	16,260	...	...	13,545	...	786	30,591
Total	2,51,099	...	...	14,164	...	2,519	2,67,782
Buildings	5,50,425	34,457	119	...	...	738	5,85,739
Furniture and Apparatus (Special grants only).	1,07,132	...	1,561	...	500	...	1,09,193
Total	6,57,557	34,457	1,680	...	500	738	6,94,932
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	..	...	...
Total Expenditure on Public Instruction	20,18,291	34,965	3,216	3,11,140	755	5,080	23,73,447

TABLE IV.

United Provinces for the official year 1911-12.

Institutions.	Managed by District or Municipal Boards.						Managed by Native States.				
Management.											
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Local Funds in Native States.	Fees.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
4,363	...	7,314	12,059	...	...	23,736	10,470	...	...	...	10,470
1,561	10,720	14,886	13,870	34	851	41,922	...	2,609	438	...	3,047
...	2,85,480	24,439	1,04,405	1,740	398	4,16,462	...	1,742	269	...	2,011
...	...	...	...	...	...	...	...	...	...	...	...
877	...	7,046	...	462	...	8,385	...	...	...	...	...
...	142	...	...	...	...	142	...	...	...	...	...
6,801	2,96,342	53,685	1,30,334	2,236	1,249	4,90,647	10,470	4,351	707	...	15,528
...	6,56,832	53,909	73,386	7,172	1,661	7,92,960	445	2,524	126	737	3,832
...	3,89,738	86,057	46,930	5,630	1,415	5,29,770	510	4,468	6	...	4,984
...	10,987	7,402	...	50	15	18,454	...	...	...	...	...
...	38,077	22,960	71	480	170	61,758	...	...	...	...	...
...	10,95,634	1,70,328	1,20,387	13 332	3,261	14.02.942	955	6,992	132	737	8.816
...	62,278	661	116	...	1	63,056	...	625	...	...	625
...	276	...	...	...	...	276	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...
...	...	702	...	...	...	702	...	...	306	...	306
...	62.554	1,363	116	...	1	64.034	...	625	306	...	931
5,307	5,04,356	8,314	...	7,476	637	5,26,090	...	1,251	...	...	1,251
6,577	31,530	1,277	141	119	...	39,644	...	...	...	...	...
11,884	5,35,886	9,591	141	7.595	637	5,65.734	...	1.251	...	...	1,251
...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
18,685	19,90,416	2,34,967	2,50,978	23,163	5,148	25,23,357	11,425	13,219	1,145	737	26,526

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public — Under Private Management. Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	21	22	23	24	25	26	27
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. English	1,36,310	15,100	7,193	1,50,201	17,637	1,84,221	5,10,662
Oriental	9,443	...	175	90	9,425	1,918	21,051
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total	1,45,753	15,100	7,368	1,50,291	27,062	1,86,139	5,31,713
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys — High Schools	2,23,392	581	11,549	3,51,179	50,915	1,42,443	7,80,059
For Boys — Middle Schools — English	52,598	...	13,161	67,683	18,292	24,927	1,76,661
For Boys — Middle Schools — Vernacular	...	3,141	960	1,572	1,955	5,454	13,082
For Girls — High Schools	81,522	...	625	1,24,329	30,693	33,461	2,70,630
For Girls — Middle Schools — English	41,308	20	2,569	22,125	45,665	43,792	1,55,479
For Girls — Middle Schools — Vernacular	2,232	4,053	4,300	55	2,297	8,797	21,734
Total	4,01,052	7,795	33,164	5,66,943	1,49,817	2,58,874	14,17,645
Primary Schools.							
For Boys — Upper	3,993	28,355	7,973	8,120	8,220	13,788	70,449
For Boys — Lower	...	1,63,723	21,706	8,769	8,255	16,035	2,18,488
For Girls — Upper	7,922	6,368	6,274	2,149	9,404	7,171	39,288
For Girls — Lower	328	23,438	8,342	13	5,750	5,925	43,796
Total	12,243	2,21,884	44,295	19,051	31,629	42,919	3,72,021
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	...	...	...	...	...	...	...
Training Schools for Mistresses	23,272	68	...	4,187	6,568	8,307	42,402
Schools of Art	...	..	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	39,910	8,033	2,037	5,402	3,539	36,682	95,603
Commercial Schools	300	...	...	410	...	...	710
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...
Other Schools	1,828	516	948	2,382	3,073	7,164	15,911
Total	65,310	8,617	2,985	12,381	13,180	52,153	1,54,626
Buildings	4,14,597	10,145	230	1,508	99,979	50,129	5,76,588
Furniture and Apparatus (Special grants only).	1,00,067	...	149	4,259	3,815	13,556	1,21,846
Total	5,14,664	10,145	379	5,767	1,03,794	63,685	6,98,434
University	...	...	...	...	...	...	..
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	..	...
Other Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	11,39,022	2,63,541	88,191	7,54,433	3,25,482	6,03,770	31,74,439

TABLE IV.

United Provinces for the official year 1911-12—(concluded).

Institutions—(*concluded*).										
Unaided.				Total Expenditure from—						Grand Total.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources.		
								Private.	Public.	
28	29	30	31	32	33	34	35	36	37	38
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
31,227	10,106	70,833	1,12,166	3,19,464	15,100	7,193	2,31,860	2,38,600	44,466	8,56,683
..	...	6,636	6,636	27,980	...	175	90	17,979	240	46,464
36,159	732	5,402	42,293	...	...	...	36,159	1,166	4,968	42,293
...	...	...	...	20,471	...	...	2,635	...	...	23,106
...	...	...	...	3,23,852	...	...	2,423	...	...	3,26,275
...	...	...	...	53,420	...	...	...	...	...	53,420
...	...	...	...	45,299	...	...	1,361	...	...	46,660
67,386	10,838	82,871	1,61,095	7,90,486	15,100	7,368	2,74,528	2,57,745	49,674	13,94,901
68,435	5,734	1,31,879	2,06,048	6,39,255	843	20,269	6,70,206	2,68,744	74,070	16,73,387
19,282	3,234	18,509	41,025	54,159	10,720	28,047	1,01,273	56,336	12,120	2,62,655
41	389	964	1,394	6,556	2,88,621	25,399	1,07,223	10,824	1,818	4,40,441
13,920	...	...	13,920	81,522	...	625	1,38,249	52,434	11,720	2,84,550
721	...	3,000	3,721	42,185	20	9,615	22,846	88,512	4,407	1,67,585
...	...	...	...	11,653	4,195	4,300	55	11,290	...	31,493
1,02,399	9,357	1,54,352	2,66,108	8,35,330	3,04,399	88,255	10,39,852	4,88,140	1,04,135	28,60,111
756	441	4,755	5,952	5,336	6,85,187	61,882	83,044	30,740	9,003	8,75,192
200	1,780	12,390	14,370	...	5,53,707	1,07,763	55,905	42,093	8,390	7,67,858
396	...	120	516	34,764	17,355	13,676	2,545	15,097	1,663	85,100
..	100	2,927	3,027	9,568	61,515	31,432	84	15,352	...	1,17,951
1,352	2,321	20,192	23,865	49,668	13,17,764	2,14,753	1,41,578	1,03,282	19,056	18,46,101
...	...	...	...	74,380	62,278	661	116	72	1,075	1,38,582
...	...	...	...	41,255	344	...	4,187	7,074	7,801	60,661
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	40,498	...	...	...	...	...	40,498
3,038	...	5,282	8,320	...	...	...	3,038	4,004	1,278	8,320
...	...	48,708	48,708	1,06,941	8,033	2,037	6,021	90,141	...	2,13,173
...	...	...	...	300	...	...	410	...	...	710
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	34,947	...	...	...	...	..	34,947
...	...	...	...	18,088	516	1,650	16,233	8,380	2,643	47,510
3,038	...	53,990	57,028	3,16,409	71,171	4,348	30,005	1,09,671	12,797	5,44,401
170	149	2,54,384	2,54,703	9,70,329	5,48,958	8,663	1,678	2,14,328	2,00,415	19,44,371
...	...	4,907	4,907	2,13,776	31,530	2,987	4,400	18,165	4,732	2,75,590
170	149	2,59,291	2,59,610	11,84,105	5,80,488	11,650	6,078	2,32,493	2,05,147	22,19,961
...	...	...	...	42,400	...	...	1,16,598	70,888	...	2,29,886(*a*)
...	...	...	...	83,894	...	...	...	...	..	83,894
..	...	...	...	2,45,573	2,76,946	3,479	...	104	1,312	5,27,414
...	...	...	...	21,484	1,740	2,460	...	26,046	6,410	58,140
...	...	...	...	307	84	...	...	272	...	663
...	...	...	...	21,208	...	...	...	...	...	21,208
...	...	...	...	30,075	44,397	3,535	1,812	19,026	5,318	1,04,163
...	...	...	...	3,080	6,229	246	...	...	192	9,747
...	...	...	...	9,069	6,111	...	...	...	240	15,420
...	...	...	...	2,400	212	...	...	218	...	2,830
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	66	728	...	834	...	1,628
...	...	...	...	1,14,454	29,419	17,186	4,39,554	2,47,249	24,508	8,72,370
...	...	...	...	5,73,944	3,65,204	27,634	5,57,964	3,61,637	37,980	19,27,363
1,74,345	22,665	5,70,696	7,67,706	37,49,942	26,54,126	3,54,008	20,50,005	15,55,968	4,28,789	1,07,92,838

(*a*) Includes Rs. 1,01,136 spent on buildings.

Note.—Rupees 11,68,233 were allocated to district boards from provincial funds for the purpose of education (*vide* G. O. no. 426/IX—119, dated the 17th May 1912, Local Self-Government Department). Rs. 75,036 were spent by the district boards on education from the provincial contribution made for general purposes. Rupees 3,692 were allocated to the municipal boards for educational purposes.

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2		
					Boys.	Girls	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys.	Government	English...	47	12,928	2,713	.	2,713	7,567	...	7,567
		Vernacular	6	718	...	...	...	175	...	175
	District Board	English ..	7	1,049	...	...	...	584	...	584
		Vernacular	349	42,835	...	...	...	22,083	1	22,084
	Municipal ...	English ...	5	1,064	116	...	116	554	...	554
		Vernacular	5	495	...	...	...	180	...	180
	Native States	English ...	2	513	36	...	36	219	...	219
		Vernacular	2	160	...	...	...	90	...	90
	Aided ...	English ...	101	24,452	3,205	18	3,223	11,130	88	11,218
		Vernacular	10	1,029	...	...	...	367	1	368
	Unaided ..	English ...	27	4,967	620	...	620	2,310	10	2,320
		Vernacular	3	141	...	...	...	43	...	43
	Total ...		564	90 351	6.690	18	6,708	45,302	100	45,402
For Girls.	Government	English ...	...	...	...	...	...	...	...	...
		Vernacular	6	573	...	..	...	...	44	44
	District Board	English ...	...	...	...	..	...	...	...	...
		Vernacular	2	83	...	...	...	...	8	8
	Municipal ...	English ...	1	111	...	...	...	...	15	15
		Verna ular	...	...	...	...	...	...	...	...
	Native States	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided ...	English ...	48	4,666	...	175	175	18	876	894
		Vernacular	9	921	...	...	...	...	54	54
	Unaided ...	English ...	6	351	...	4	4	1	55	56
		Vernacular	...	...	...	...	...	...	...	...
	Total ...		72	6.705	...	179	179	19	1 052	1,071
Total, Secondary Schools ...			636	97.056	6 690	197	6,887	45.321	1,152	46,473
Upper Primary Schools—										
For Boys.	Government ...		2	137	...	...	...	...	...	...
	District Board ...		2,534	2,09,025	...	...	...	...	...	...
	Municipal		55	5,703	...	..	...	...	...	...
	Native States ...		10	1,260	...	...	...	...	...	...
	Aided		373	19,851	...	...	...	...	..	...
	Unaided		26	1,495	...	...	...	...	...	...
Total ...			3.000	2 37.471	...	...	...	...	...	...
Lower Primary Schools—										
For Boys.	Government		2	42	...	...	...	...	...	...
	District Board ...		2,699	1,17,895	...	...	...	...	...	...
	Municipal		104	7,753	...	...	...	...	...	...
	Native States ...		37	1,964	...	...	...	...	...	...
	Aided		3,279	1,11,014	...	...	...	...	...	...
	Unaided		137	4.405	...	..	...	...	...	...
Total ...			6 258	2 43.073	...	...	...	...	...	...
Upper Primary Schools—										
For Girls.	Government... ...		36	2,277	...	...	...	...	...	...
	District Board ...		44	1,757	...	...	...	...	..	...
	Municipal		14	717	...	...	...	...	...	...
	Native States ...		...	...	..	...	...	...	...	...
	Aided		82	4,270	...	...	...	...	...	...
	Unaided		2	46	...	...	...	...	...	...
Total ...			178	9,067	...	...	...	...	...	...
Lower Primary Schools—										
For Girls.	Government		20	816	...	...	...	...	...	...
	District Board ...		246	7,213	...	...	...	...	...	...
	Municipal		62	2,313	...	...	...	...	...	...
	Native States ...		...	...	...	...	...	...	...	...
	Aided		436	11,871	...	...	...	...	...	...
	Unaided		15	469	...	...	...	...	...	...
Total ...			779	22 682	..	...	...	...	...	...
Total, Primary Schools ...			10 215	5.12 293	...	..	...	..	...	...
Grand Total ...			10,851	6,09,349	6,690	197	6,887	45,321	1,152	46,473

TABLE V.

Education in the United Provinces, at the end of the official year 1911-1912.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not Reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,648	...	2,648	..	...	...	...	...	...	12,928	...	12,928
130	...	130	400	...	400	13	...	13	718	...	718
352	...	352	113	...	113	...	...	...	1,049	...	1,049
12,657	6	12,663	7,444	39	7,483	586	19	605	42,770	65	42,835
261	...	261	133	...	133	...	...	...	1,064	...	1,064
172	...	172	112	...	112	31	...	31	495	...	495
165	...	165	93	...	93	...	...	...	513	...	513
70	...	70	...	...	...	...	...	...	160	...	160
5,521	72	5,593	4,185	108	4,293	110	15	125	24,151	301	24,452
198	...	198	417	1	418	45	...	45	1,027	2	1,029
1,084	...	1,084	892	14	906	31	6	37	4,937	30	4,967
9	...	9	89	...	89	...	...	...	141	...	141
23,267	78	23,345	13,878	162	14,040	816	40	856	89,953	398	90,351
...	...	...	...	...	...	...	...	...	...	...	...
...	65	65	...	344	344	...	120	120	...	573	573
...	...	...	...	...	...	...	...	...	...	...	...
...	11	11	...	64	64	...	...	...	...	83	83
...	14	14	...	19	19	...	63	63	...	111	111
...	...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
76	891	967	276	1,813	2,089	88	453	541	458	4,208	4,666
...	105	105	...	597	597	...	165	165	...	921	921
12	96	108	14	91	105	18	60	78	45	306	351
...	...	...	...	..	...	...	...	...	...	...	...
88	1,182	1,270	290	2,928	3,218	106	861	967	503	6,202	6,705
23,355	1,260	24,615	14,168	3,090	17,258	922	901	1,823	90,456	6,600	97,056
72	...	72	65	...	65	...	...	...	137	...	137
43,440	87	43,527	1,44,402	2,019	1,46,421	18,089	1,038	19,077	2,05,881	3,144	2,09,025
878	...	878	4,266	10	4,276	533	16	549	5,677	26	5,703
170	...	170	1,081	...	1,081	9	...	9	1,260	...	1,260
3,679	38	3,717	13,194	493	13,687	2,320	127	2,447	19,193	658	19,851
251	1	252	1,149	16	1,165	72	6	78	1,472	23	1,495
48,490	126	48,616	164,157	2,538	1,66,695	20,973	1,187	22,160	2,33,620	3,851	2,37,471
...	...	...	34	1	35	7	...	7	41	1	42
..	...	...	1,00,734	2,590	1,03,324	13,548	1,023	14,571	1,14,282	3,613	1,17,895
...	...	...	6,981	...	6,981	772	...	772	7,753	...	7,753
...	...	...	1,902	1	1,903	61	..	61	1,963	1	1,964
...	...	...	89,160	1,621	90,781	19,305	928	20,233	1,08,465	2,549	1,11,014
...	...	...	3,194	12	3,206	1,178	21	1,199	4,372	33	4,405
...	..	...	2,02,005	4,225	2,06,230	34,871	1,972	36,843	2,36,876	6,197	2,43,073
..	157	157	...	1,805	1,805	...	315	315	...	2,277	2,277
...	140	140	...	1,447	1,447	...	170	170	...	1,757	1,757
...	56	56	...	630	630	...	31	31	...	717	717
...	...	...	...	...	...	...	...	...	...	...	...
20	601	621	101	2,606	2,707	55	887	942	176	4,094	4,270
...	4	4	4	17	21	4	17	21	8	38	46
20	958	978	105	6,505	6,610	59	1,420	1,479	184	8,883	9,067
...	...	...	...	609	609	...	207	207	...	816	816
...	...	...	24	5,996	6,020	11	1,182	1,193	35	7,178	7,213
...	...	...	...	1,834	1,834	...	479	479	...	2,313	2,313
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	149	8,442	8,591	68	3,212	3,280	217	11,654	11,871
...	...	...	14	264	278	7	184	191	21	448	469
...	...	...	187	17,145	17,332	86	5,264	5 350	273	22,409	22,682
48,510	1,084	49,594	3,66.454	30 413	3,96,867	55,989	9,843	65.832	4.70,953	41,340	5,12,293
71,865	2,344	74,209	3,80,622	33,503	4,14,125	56,911	10,714	67,655	5,61,409	47,940	6,09,349

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions. under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1.	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts	1	3	2	6	4	19	7	9	39
2. Previous M. A.	2	4	2	8	13	48	12	16	89
3. Final M. Sc.	1	1	...	2	8	1	...	...	9
4. Previous M. Sc.	2	3	1	6	11	5	1	...	17
5. Bachelor of Arts	2	10	2	14	84	395	134	47	660
6. B. Sc.	2	5	2	9	44	37	23	...	104
7. First B. A.	...	...	...	...	...	...	...	...	...
7. First B. Sc.	...	...	...	...	...	...	...	...	...
7. First Arts	2	13	4	19	112	636	241	63	1,052
7. Previous Examination	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit (1)	1	3	23	27	124	9	53	36	222
3. „ „ Arabic	...	...	...	...	...	...	...	...	...
3. „ „ Persian	...	...	...	...	...	...	...	...	...
3. „ „ Urdu	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit (1) ...	1	12	124	137	117	80	495	27	719
4. „ „ „ Arabic (2) ...	...	1	1	2	...	2	1	5	8
4. „ „ „ Persian	...	...	...	...	...	...	...	...	...
4. „ „ „ Urdu	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit (1)	1	13	182	196	34	57	666	32	789
5. „ „ Arabic (3)	...	2	5	7	...	7	11	11	29
5. „ „ Persian	...	...	...	...	...	...	...	...	...
5. „ „ Urdu	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	1	1
3. Bachelor of Law	...	...	6	6	...	...	198	...	198
4. Previous LL. B.	1	...	7	8	5	...	398	...	403
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. L. M. S.	...	...	...	...	...	...	...	...	...
4. First M. B.	...	...	...	...	...	...	...	...	...
4. First L. M. S.	...	...	...	...	...	...	...	...	...
Engineering.									
1. M. C. E.	1	...	...	1	19	...	...	...	19
2. B. C. E.					37	...	...	...	37
3. L. C. E.					60	...	...	...	60
4. First L. C. E.					2	...	...	...	2
					15	...	...	...	15
					15	...	...	...	15
					36	...	...	...	36
					40	...	...	...	40
Teaching	2	...	...	2	70	...	...	3	73
Agriculture	1	...	...	1	30	...	...	...	30

TABLE VI.

the United Provinces during the official year, 1911-1912.

Number passed.					Race or creed of passed scholars.								
							Hindus.						
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
3	13	3	4	23	...	1	10	6	6	...	...	...	
6	22	6	3	37	2	3	6	12	14	...	...	...	
6	1	...	...	7	...	...	5	2	...	...	...	...	
10	5	...	...	15	...	...	9	6	...	...	...	...	
41	181	51	8	281	9	7	54	109	102	...	...	...	
24	9	12	...	45	...	3	18	23	1	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
60	308	81	20	469	11	18	100	212	125	...	...	3	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
80	...	26	20	126	...	...	125	1	...	...	...	...	(1) Sanskrit college examinations.
..	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
42	45	235	11	333	...	...	333	...	...	...	...	...	
...	1	1	3	5	...	...	...	...	5	...	...	...	(2) Fazil examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
7	15	183	5	210	...	...	206	4	...	...	...	...	
...	5	8	4	17	...	...	...	...	17	...	...	...	(3) Mulla examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	111	...	111	...	...	37	46	26	...	...	2	
1	...	268	...	269	...	4	71	144	44	1	...	5	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
17	...	...	...	17	5	...	3	7	2	...	...	...	Civil Engineer.
37	...	...	...	37	18	...	7	12	...	...	...	...	Upper Subordinate.
60	...	...	...	60	...	...	10	48	2	...	...	...	Lower Subordinate.
1	...	..	...	1	...	...	1	...	...	..	...	...	Draftsman and Computor.
13	...	...	...	13	...	...	3	9	1	...	...	...	Technical.
13	...	...	...	13	...	1	...	9	3	...	...	...	Mechanical Apprentice.
26	...	...	...	26	...	8	9	...	9	...	...	...	Industrial.
35	...	...	...	35	4	2	2	8	19	...	...	...	A. D. Class.
66	...	...	3	69	1	3	24	34	7	...	...	...	
26	...	...	...	26	...	...	5	18	3	...	...	...	

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
SCHOOLS FOR GENERAL EDUCATION.									
1. Matriculation ... For Boys	34	42	10	86	625	1,006	202	160	1,993
„ Girls	...	4	...	4	...	17	...	1	18
2. School Leaving	21	19	4	44	652	423	114	...	1,189
3. High School Examination for Europeans. For Boys	...	11	1	12	...	119	3	1	123
„ Girls	...	14	1	15	...	58	2	1	61
4. Middle School Examination for Europeans. For Boys	...	15	2	17	...	164	6	...	170
„ Girls	...	14	1	15	...	59	3	...	62
5. Middle English Examination for Girls	...	25	1	26	...	134	6	6	146
6. Middle Vernacular ... For Boys	355	7	4	366	8,049	156	39	831	9,075
„ Girls	1	3	...	4	12	17	...	21	50
7. Upper Primary Examination. For Boys	2,802	289	33	3,124	22,238	2,522	394	6	25,160
„ Girls	34	36	...	70	82	207	...	4	293
8. Lower Primary Examination. For Boys	...	...	...	...	...	...	...	...	...
„ Girls	...	...	...	...	...	...	...	...	...
9. Public Service Certificate Examination. English	...	...	...	...	...	...	...	...	...
Vernacular	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL EDUCATION.									
1. Training School Examination for Masters. Upper	6	...	...	6	226	...	...	61	287
Lower	109	...	...	109	637	...	...	38	675
2. Training School Examination for Mistresses. Upper ...	1	6	...	7	6	34	...	...	40
Lower ...									
3. School of Arts Examination	...	...	...	...	...	...	...	...	...
4. Vernacular Medical Examination	2	...	...	2	117	...	...	...	117
5. Examination in Engineering	...	...	...	...	...	...	...	...	...
6. Examination in Surveying	...	...	...	...	...	...	...	...	...
7. Industrial School Examination... ..	1	...	...	1	58	...	...	...	58
8. Commercial School Examination ...	...	...	...	...	...	...	...	..	...
9. Agricultural School Examination ...	...	...	...	...	...	...	...	...	...
10. Sanskrit Title Examination ...	...	...	...	...	...	...	...	...	...
11. Madrassa Central Examination ...	...	...	...	...	...	...	...	...	...
12. Other Schools Examination	44	...	...	44	3,705	...	...	226	3,931

TABLE VI.

the United Provinces during the official year, 1911-12—(concluded).

Number passed.					Race or creed of passed scholars.								
							Hindus.						
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
255	369	64	9	697	...	14	149	359	168	...	1	6	
...	4	...	1	5	1	2	...	1	...	...	...	1	
328	158	53	...	539	...	4	112	323	100	...	...	...	
...	70	3	...	73	69	...	2	...	...	1	1	...	
...	47	2	...	49	49	...	...	...	...	...	...	...	
...	90	5	...	95	91	...	2	1	1	...	...	...	
...	38	2	...	40	40	...	...	...	..	...	...	...	
...	90	1	4	95	1	85	2	4	3	...	...	...	
3,813	47	7	296	4,163	...	5	1,445	2,199	514	...	...	...	
6	9	...	4	19	...	2	6	7	4	...	...	...	
17,379	1,769	287	4	19,439	...	115	5,375	10,836	3,096	3	2	12	
68	161	...	3	232	...	83	42	84	23	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	..	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
203	...	...	50	253	...	1	114	83	55	...	...	...	
548	...	...	29	577	...	...	255	232	88	...	...	2	
6	31	...	...	37	16	15	1	2	3	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	..	...	
73	..	...	...	73	3	10	15	38	7	...	...	...	
...	..	...	...	...	..	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
49	...	...	...	49	...	...	9	17	22	...	...	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
1,677	...	...	115	1,792	...	...	170	1,522	100	...	...	...	

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure of District In Institutions managed by Provincial Revenues.	Expenditure of District In Institutions managed by District Funds.
1	2	3	4	5	6	7
					Rs.	Rs.
Arts Colleges.						
COLLEGIATE EDUCATION. English	...	...	...	...	...	...
COLLEGIATE EDUCATION. Oriental	...	...	...	...	...	...
COLLEGIATE EDUCATION. *Colleges or Departments of Colleges for Professional Training.*						
COLLEGIATE EDUCATION. Law	...	...	...	...	...	...
COLLEGIATE EDUCATION. Medicine	...	...	...	...	...	...
COLLEGIATE EDUCATION. Engineering	...	...	...	...	...	...
COLLEGIATE EDUCATION. Teaching	...	...	...	...	...	...
COLLEGIATE EDUCATION. Agriculture	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Secondary Schools.						
SCHOOL EDUCATION, GENERAL. For Boys. High Schools ...	7	1,049	1,006	862	1,561	10,624
SCHOOL EDUCATION, GENERAL. For Boys. Middle Schools English ...	349	42,835	40,088	30,741	...	2,85,480
SCHOOL EDUCATION, GENERAL. For Boys. Middle Schools Vernacular	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls. High Schools ...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls. Middle Schools. English ...	2	83	73	70	...	142
SCHOOL EDUCATION, GENERAL. For Girls. Middle Schools. Vernacular						
Total ...	358	43,967	41,167	31,673	1,561	2,96,246
Primary Schools.						
SCHOOL EDUCATION, GENERAL. For Boys Upper ...	2,534	2,09,025	1,88,664	1,44,624	...	6,55,310
SCHOOL EDUCATION, GENERAL. For Boys Lower ...	2,699	1,17,895	1,08,345	83,681	...	3,88,679
SCHOOL EDUCATION, GENERAL. For Girls Upper ...	44	1,757	1,631	1,178	...	10,987
SCHOOL EDUCATION, GENERAL. For Girls Lower ...	246	7,213	6,822	4,837	..	38,071
Total ...	5,523	3,35,890	3,05,462	2,34,320	...	10,93,047
Schools for Special Instruction.						
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	108	643	623	599	...	62,278
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses	1	4	4	3	...	276
SCHOOL EDUCATION, SPECIAL. Schools of Art	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law Schools	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical Schools ...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying Schools	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Technical and Industrial Schools	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Commercial Schools ...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Agricultural Schools ...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other Schools	..	...	...	...	...	...
Total ...	109	647	627	602	...	62,554
Inspection.	...	...	...	...	...	...
Scholarships held in— Arts Colleges ...	...	...	...	...	...	...
Scholarships held in— Medical Colleges ...	...	...	...	...	...	...
Scholarships held in— Other Professional Colleges ...	...	...	...	..	...	...
Scholarships held in— Secondary Schools ...	...	...	...	...	...	...
Scholarships held in— Primary Schools ...	...	..	...	...	...	...
Scholarships held in— Medical Schools ...	...	...	...	...	...	...
Scholarships held in— Technical and Industrial Schools ...	...	...	...	...	...	...
Scholarships held in— Other Special Schools Reformatory	...	...	...	...	...	...
Scholarships held in— Other Special Schools Other ...	...	...	...	...	...	...
Buildings	...	...	...	...	5,307	5,04,356
Furniture and Apparatus (Special Grants only).	...	...	...	...	252	31,530
Miscellaneous	...	...	...	...	.	...
Total ...	...	...	...	..	5,559	5,35,886
Grand Total ...	5,990	3,80,504	3,47,256	2,66,595	7,120	19,87,733

TABLE VII.

Instruction in the United Provinces for the official year 1911-12.

Boards on Public Instruction.								
District Boards.					In Institutions managed by—			Total District Fund Expenditure on Public Instruction.
Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or association.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	15,100	15,100
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	15,100	15,100
...	...	...	...	...	262	...	581	843
6,879	9,959	34	851	29,908	...	96	...	10,720
19,394	1,03,924	1,740	398	4,10,936	...	...	3,141	2,88,621
...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	20	20
...	...	...	...	142	...	...	4,053	4,195
26,273	1,13,883	1,774	1,249	4,40,986	262	96	7,795	3,04,399
25,302	71,761	7,172	1,661	7,61,206	...	1,522	28,355	6,85,187
46,404	42,796	5,630	1,415	4,84,924	246	1,059	1,63,723	5,53,707
2,998	...	50	15	14,050	...	...	6,368	17,355
7,006	71	480	170	45,798	...	6	23,438	61,515
81,710	1,14,628	13,332	3,261	13,05,978	246	2,587	2,21,884	13,17,764
661	116	...	1	63,056	...	...	...	62,278
...	...	...	...	276	...	...	68	344
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	8,033	8,033
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	516	516
...	...	...	...	...	...	...	...	...
661	116	...	1	63,332	...	...	8,617	71,171
...	...	...	...	...	...	...	...	2,76,946
...	...	...	...	...	...	...	...	1,740
...	..	..	...	...	...	...	...	84
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	44,397
...	...	...	...	...	...	...	...	6,229
...	...	...	...	...	...	...	...	6,111
...	...	...	...	...	...	...	...	212
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	66
3,090	...	7,476	637	5,20,866	34,457	...	10,145	5,48,958
222	141	119	...	32,264	...	...	...	31,530
...	...	...	...	...	...	...	...	29,419
3,312	141	7,595	637	5,53,130	34,457	...	10,145	9,45,692
1,11,956	2,28,768	22,701	5,148	23,63,426	34,965	2,683	2,63,541	26,54,126

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

	Objects of Expenditure.	Expenditure of Municipal Boards In Institutions managed by: Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.
1		17	18	19	20	21	22
						Rs.	Rs.
COLLEGIATE EDUCATION.	*Arts Colleges.*						
	English	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.	*Secondary Schools.*						
	For Boys. High Schools ...	2	639	642	562	4,363	7,314
	For Boys. Middle Schools English ...	3	425	434	357	...	8,007
	For Boys. Middle Schools Vernacular	5	495	458	367	...	5,045
	For Girls. High Schools ...	...	...	...	...	...	...
	For Girls. Middle Schools English ...	1	111	99	63	877	7,046
	For Girls. Middle Schools Vernacular	...	...	...	...	...	...
	Total ...	11	1,670	1,633	1,349	5,240	27,412
	Primary Schools.						
	For Boys Upper	55	5,703	5,343	4,133	...	28,607
	For Boys Lower	104	7,753	7,346	5,080	...	39,653
	For Girls Upper	14	717	642	461	...	4,404
	For Girls Lower	62	2,313	2,142	1,500	...	15,954
	Total ...	235	16,486	15,473	11,174	...	88,618
SCHOOL EDUCATION, SPECIAL.	*Schools for Special Instruction.*						
	Training Schools for Masters ...	...	...	...	...	...	...
	Training Schools for Mistresses...	...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...
	Engineering and Surveying Schools	...	...	...	...	...	...
	Technical and Industrial Schools	...	...	...	...	...	...
	Commercial Schools	...	...	...	...	...	...
	Agricultural Schools ...	...	...	...	...	...	...
	Other Schools	1	60	60	40	...	702
	Total ...	1	60	60	40	...	702
Inspection		...	...	...	...	...	...
SCHOLARSHIP HELD IN—	Arts Colleges ...	...	...	...	...	...	...
	Medical Colleges ...	...	...	...	...	...	...
	Other Professional Colleges	...	...	...	...	...	...
	Secondary Schools ...	...	...	...	...	...	...
	Primary Schools ...	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...	...
	Technical and Industrial Schools	...	...	...	...	...	...
	Other Special Schools. Reformatory ...	...	...	...	...	...	...
	Other Special Schools. Other ...	...	...	...	...	...	...
Buildings		...	...	...	...	...	5,224
Furniture and Apparatus (Special Grants only)		...	...	...	...	6,325	1,055
Miscellaneous		...	...	...	...	...	...
	Total ...	...	...	...	...	6,325	6,279
	Grand Total ...	247	18,216	17,166	12,563	11,565	1,23,011

TABLE VII.

Instruction in the United Provinces for the official year 1911-12—(concluded).

on Public Instruction.								
Municipal Boards.				In Institutions managed by—			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
District Funds.	Fees.	Subscriptions.	Total.	The Government.	District Boards.	Private persons or associations.		
23	24	25	26	27	28	29	30	31
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	7,193	7,193	22,293
...	...	...	...	...	...	175	175	175
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	7,368	7,368	22,468
...	12,059	...	23,736	1,406	...	11,549	20,269	21,112
96	3,911	...	12,014	...	6,879	13,161	28,047	38,767
...	481	...	5,526	...	19,394	960	25,399	3,14,020
...	...	...	...	...	...	625	625	625
...	...	462	8,385	...	...	2,569	9,615	9,635
...	...	...	...	...	...	4,300	4,300	8,495
96	16,451	462	49,661	1,406	26,273	33,164	88,255	3,92,654
1,522	1,625	...	31,754	...	25,302	7,973	61,882	7,47,069
1,059	4,134	...	44,846	...	46,404	21,706	1,07,763	6,61,470
...	...	...	4,404	...	2,998	6,274	13,676	31,031
6	...	...	15,960	130	7,006	8,342	31,432	92,947
2,587	5,759	...	96,964	130	81,710	44,295	2,14,753	15,32,517
...	...	...	...	...	661	...	661	62,939
...	...	...	...	...	...	...	...	344
...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	2,037	2,037	10,070
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
.	...	...	702	...	...	948	1,650	2,166
...	...	...	702	...	661	2,985	4,348	75,519
...	...	...	...	...	...	...	3,479	2,80,425
...	...	...	...	...	...	...	2,460	4,200
...	...	...	...	...	...	...	...	84
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	3,535	47,932
...	...	...	...	...	...	...	246	6,475
...	...	...	...	...	...	...	...	6,111
...	...	...	...	...	...	...	...	212
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	728	794
...	...	...	5,224	119	3,090	230	8,663	5,57,621
...	...	...	7,380	1,561	222	149	2,987	34,517
...	...	...	...	...	...	...	17,186	46,605
...	...	...	12,604	1,680	3,312	379	39,284	9,84,976
2,683	22,210	462	1,59,931	3,216	1,11,956	88,191	3,54,008	30,08,134

GENERAL TABLE VIII.

Return showing the attendance and expenditure in Hostels or Boarding houses for the official year 1911-1912.

Class of Hostels or Boarding houses.	Number of—		Number of Boarders who are students of—						Expenditure from—				
	Hostels or Boarding houses.	Boarders.	Arts Colleges.	Colleges for professional training.	Secondary schools.	Primary schools. Upper.	Primary schools. Lower.	Special schools.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
For Males.									Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government.	67	2,580	67	245	1,636	...	...	632	27,232	...	531	12,368	40,131
2. Managed by Local or Municipal Boards.	359	6,939	...	...	6,562	16	...	361	...	22,126	...	14,021	36,147
3. Aided by Government or by Local or Municipal Boards.	43	2,484	376	18	1,795	12	67	216	31,052	725	36,041	1,06,381	1,74,199
4. Unaided ...	103	4,590	1,203	204	3,069	78	...	36	9,000	...	68,417	1,16,162	1,93,579
Total ...	**572**	**16,593**	**1,646**	**467**	**13,062**	**106**	**67**	**1,245**	**67,284**	**22,851**	**1,04,989**	**2,48,932**	**4,44,056**
For Females.													
1. Managed by Government.	8	141	...	...	17	34	7	83	2,938	...	...	...	2,938
2. Aided by Government or by Local or Municipal Boards.	42	3,314	49	58	2,839	63	250	55	16,046	8,928	1,04,231	1,15,208	2,44,413
3. Unaided ...	10	697	...	...	497	144	42	14	...	...	26,046	28,522	54,568
Total ...	**60**	**4,152**	**49**	**58**	**3,353**	**241**	**299**	**152**	**18,984**	**8,928**	**1,30,277**	**1,43,730**	**3,01,919**
Grand Total ...	**632**	**20,745**	**1,695**	**525**	**16,415**	**347**	**366**	**1,397**	**86,268**	**31,779**	**2,35,266**	**3,92,662**	**7,45,975**

GENERAL TABLE IX.

Classification by ages.

Ages.	Infants.		Primary.				Middle.				High.		Arts Colleges * affiliated to Universities.						Totals.
	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	1	2	3	4	5	6	
Below 5 ...	635	102	2	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	740
5 to 6 ...	9,183	1,074	173	66	7	5	...	...	...	...	...	...	...	...	...	...	...	...	10,508
6 to 7 ...	52,034	9,067	1,365	349	117	35	1	...	...	...	...	...	...	...	...	...	.	...	62,968
7 to 8 ...	48,992	19,404	6,717	1,386	434	98	9	3	...	...	...	...	..	...	...	..	...	...	77,043
8 to 9 ...	38,218	24,286	14,159	5,387	1,358	488	65	12	...	...	...	...	...	...	...	...	...	...	83,973
9 to 10 ...	25,011	20,627	17,793	10,094	3,864	1,502	307	60	3	1	...	...	...	...	..	...	...	...	79,262
10 to 11 ...	17,459	16,078	16,908	13,832	6,751	3,534	1,068	335	21	2	...	...	...	...	...	...	...	...	75,988
11 to 12 ...	10,323	10,438	13,082	12,474	8,239	6,261	2,065	1,213	169	12	...	...	...	...	...	...	...	...	64,276
12 to 13 ...	5,870	6,379	8,478	9,350	7,031	7,252	2,956	2,290	535	72	7	1	...	...	...	...	...	...	50,221
13 to 14 ...	2,805	3,493	4,576	5,722	4,961	6,097	3,089	3,027	963	343	38	10	...	...	...	...	...	...	35,124
14 to 15 ...	1,773	2,020	2,291	3,236	3,341	4,089	2,596	3,399	1,177	798	205	65	...	..	...	...	...	...	24,990
15 to 16 ...	808	742	1,100	1,540	1,817	2,493	1,918	3,346	1,123	867	719	169	3	...	...	...	...	...	16,645
16 to 17 ...	407	509	493	844	935	1,397	1,203	2,418	880	722	707	701	208	5	...	...	...	...	11,429
17 to 18 ...	149	255	304	335	423	702	689	1,576	668	584	597	733	345	81	17	...	...	..	7,458
18 to 19 ...	121	156	233	221	228	302	363	939	344	426	450	589	197	328	85	8	1	...	4,991
19 to 20 ...	81	76	68	90	133	161	131	475	182	240	362	534	101	179	128	52	3	...	2,996
over 20 ...	270	86	91	90	71	82	110	320	141	217	297	703	194	373	195	659	89	73	4,061
Totals ...	2,14,139	1,14,792	87,833	65,016	39,711	34,498	16,570	19,413	6,206	4,284	3,382	3,505	1,048	966	425	719	93	73	6,12,673
Totals ...	3,28,931		2,27,058				46,473				6,887		3,158				166		

* Excluding Training Colleges.

GENERAL TABLE X.

Number and qualifications of teachers.

	In Primary Schools.					Middle Schools.					High Schools.					Colleges.					Total.
	Government.	Board.	Municipal.	Aided.	Unaided	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided	Government.	Board.	Municipal.	Aided.	Unaided.	
Trained ...	18	4,622	156	149	57	44	1,713	27	124	21	306	...	9	273	35	8	...	...	3	...	7,565
Untrained ...	91	5,706	492	4,380	257	18	200	51	708	158	572	...	32	952	191	67	...	...	164	90	14,129
Total ...	109	10,328	648	4,529	314	62	1,913	78	832	179	878	...	41	1,225	226	75	...	...	167	90	21,694
Possessed of a University degree.	...	...	...	...	...	1	3	5	25	7	181	...	11	256	65	50	...	...	123	52	779
No degree ...	109	10,328	648	4,529	314	61	1,910	73	807	172	697	...	30	969	161	25	...	...	44	38	20,915
Total ...	109	10,328	648	4,529	314	62	1,913	78	832	179	878	...	41	1,225	226	75	...	...	167	90	21,694

GENERAL TABLE III.

Return of Colleges, Schools and Scholars in the United Provinces for the official year 1911-1912.

For Europeans and Eurasians.

Class of Institutions.	Public Institutions. Under Private Management. Aided by Government or by District or Municipal Boards. Number of institutions.	Aided by Government or by District or Municipal Boards. Number of scholars on the rolls on 31st March.	Aided by Government or by District or Municipal Boards. Average number on the rolls monthly during the year.	Aided by Government or by District or Municipal Boards. Average daily attendance.	Unaided. Number of institutions.	Unaided. Number of scholars on the rolls on 31st March.	Unaided. Average number on the rolls monthly during the year.	Unaided. Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.	Number of scholars on the 31st of March learning— English.	A classical language.	A vernacular language.	Classification of scholars on the 31st of March according to race or creed. Europeans and Eurasians.	Native Christians	Hindus. Brahmans.	Hindus. Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Arts Colleges.																							
COLLEGIATE EDUCATION. English	2	12	15	15	3	13	11	9	5	25	25	19	...	24	...	...	1	...	...	...	...	...	...
Total ...	2	12	15	15	3	13	11	9	5	25	25	19	...	24	...	...	1	...	...	...	...	..	..
Secondary Schools																							
SCHOOL EDUCATION, GENERAL. For Boys, English... High ...	11	1,710	1,676	1,577	2	132	132	125	13	1,842	1,842	490	1,385	1,790	5	14	10	14	...	9	...	166	...
For Boys, English... Middle ...	5	502	494	442	1	18	40	35	6	520	520	36	253	508	...	8	...	1	...	3	...	163	...
For Girls, English... High ...	14	1,257	1,310	1,242	2	73	79	64	16	1,330	1,329	500	244	1,243	25	23	18	2	4	14	1	...	209
For Girls, English... Middle ...	7	376	385	345	1	29	23	23	8	405	405	11	111	372	...	14	3	1	...	15	...	...	142
Total ...	37	3,845	3,865	3,606	6	252	274	247	43	4,097	4,096	1,037	1,993	3,913	30	59	31	18	4	41	1	329	351
Primary Schools.																							
For Boys ... Upper ...	5	178	158	136	2	28	21	18	7	206	206	...	29	201	2	...	...	...	...	3	...	88	...
For Boys ... Lower ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls ... Upper ...	3	130	122	100	1	21	23	16	4	151	151	1	15	147	4	...	...	...	...	...	...	...	55
For Girls ... Lower ...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	8	308	280	236	3	49	44	34	11	357	357	14	44	348	6	...	...	...	...	3	...	88	55
Schools for Special Instruction.																							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ditto Mistresses	2	40	46	44	...	...	...	...	2	40	40	...	...	39	1	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	4	56	70	65	...	...	...	...	4	56	56	...	...	56	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	2	50	62	54	1	22	24	24	3	72	72	...	18	72	...	...	...	...	...	...	...	...	...
Other Schools	2	47	47	37	...	...	...	...	2	47	47	...	...	47	...	...	...	...	..	...	...	...	...
Total ...	10	193	225	200	1	22	24	24	11	215	215	...	18	214	1	...	...	...	...	...	...	...	...
Total of Colleges and Schools of Public Instruction.	57	4,358	4,385	4,057	13	336	353	314	70	4,694	4,693	1,070	2,055	4,499	37	59	32	18	4	44	1	417	406

GENERAL

Return of Expenditure on Public Instruction of the

For Europeans

Objects of Expenditure.	Public In-						
	Under Private						
	Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.
1	2	3	4	5	6	7	8
COLLEGIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
English	4,176	...	2,194	522	2,600	9,492	...
Total ...	4,176	...	2,194	522	2,600	9,492	...
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys, English... High ...	97,088	200	96,743	13,230	58,919	2,66,180	17,712
For Boys, English... Middle ...	23,819	1,081	6,355	11,608	8,034	50,897	2,987
For Girls, English... High ...	73,635	445	1,19,727	13,623	25,310	2,32,740	13,920
For Girls, English... Middle ...	12,446	889	19,171	8,105	4,194	44,805	721
Total ...	2,06,988	2,615	2,41,996	46,566	96,457	5,94,622	35,340
Primary Schools.							
For Boys ... Upper ...	3,770	...	4,117	1,433	5,715	15,035	656
For Boys ... Lower ...	...	...	...	...	...	...	...
For Girls ... Upper ...	2,541	440	1,761	1,279	2,420	8,441	396
For Girls ... Lower ...	...	...	...	...	...	...	...
Total ...	6,311	440	5,878	2,712	8,135	23,476	1,052
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	...	...	...	...	...	...
Training Schools for Mistresses ...	13,455	...	3,725	1,566	7,801	26,547	...
Schools of Art	...	...	...	...	...	...	...
Technical and Industrial Schools ...	4,895	...	840	...	...	5,735	...
Engineering and Surveying Schools	...	...	...	...	...	...	3,038
Other Schools	580	...	178	...	854	1,612	...
Total ...	18,930	...	4,743	1,566	8,655	33,894	3,038
Buildings	93,149	...	...	4,000	...	97,149	...
Furniture and Apparatus (Special grants only)	35,167	...	2,217	...	866	38,250	...
Total ...	1,28,316	...	2,217	4,000	866	1,35,399	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...		...	...	...	...	...	...
Total Expenditure on Public Instruction	3,64,721	3,055	2,57,028	55,366	1,16,713	7,96,883	39,430

TABLE IV.

United Provinces, for the official year 1911-12.

and Eurasians.

stitutions			Total Expenditure from					Grand Total.
Management						All other sources.		
Unaided.								
Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	Private.	Public.	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	4,176	...	2,194	522	2,600	9,492
...	...	...	4,176	...	2,194	522	2,600	9,492
...	...	17,712	97,088	200	1,14,455	59,653	12,496	2,83,892
...	419	3,406	23,819	1,031	9,342	16,512	3,549	54,303
...	...	13,920	73,635	445	1,33,647	27,213	11,720	2,46,660
...	...	721	12,446	889	19,892	7,892	4,407	45,526
...	419	35,759	2,06,988	2,615	2,77,336	1,11,270	32,172	6,30,381
171	1,084	1,911	3,770	..	4,773	4,564	3,839	16,946
...	...	...	...	...	...	...	...	...
...	...	396	2,541	440	2,157	2,036	1,663	8,837
...	...	...	...	...	...	...	...	...
171	1,084	2,307	6,311	440	6,930	6,600	5,502	25,783
...	...	...	...	...	...	...	...	...
..	...	...	13,455	...	3,725	1,566	7,801	26,547
...	...	...	...	...	...	...	...	...
...	...	...	4,895	...	840	...	...	5,735
...	5,282	8,320	...	...	3,038	4,004	1,278	8,320
...	...	...	580	...	178	...	854	1,612
...	5,282	8,320	18,930	...	7,781	5,570	9,933	42,214
...	...	...	93,149	...	...	4,000	...	97,149
...	...	...	35,167	...	2,217	...	866	38,250
...	...	...	1,28,316	...	2,217	4,000	866	1,35,399
...	...	...	...	...	...	...	...	...
...	...	...	5,234	...	...	...	...	5,234
...	...	...	...	...	...	...	...	...
...	...	...	7,616	...	...	3,900	...	11,516
...	...	...	...	...	...	...	...	...
...	...	...	480	...	...	...	...	480
...	...	...	...	...	...	...	...	...
...	...	...	46,732	7,709	2,09,054	37,987	...	3,01,482
...	...	...	60,062	7,709	2,09,054	41,887	...	3,18,712
171	6,785	46,286	4,24,783	10,764	5,05,512	1,69,829	51,073	11,61,981

GENERAL TABLE V.

For Europeans and Eurasians.

Return of the Stages of Instruction of Pupils in Public Schools for General Education in the United Provinces at the end of the official year 1911-12.

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Reading Printed Books.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Not Reading Printed Books.			Total.		
			1			2			3			4			5								
Secondary Schools—			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
For Boys { Aided, English	16	2,212	300	18	318	692	88	780	454	71	525	440	107	547	27	15	42	1,913	299	2,212			
For Boys { Unaided, English	3	150	6	...	6	41	10	51	48	...	48	25	14	39	...	6	6	120	30	150			
Total ...	**19**	**2,362**	**306**	**18**	**324**	**733**	**98**	**831**	**502**	**71**	**573**	**465**	**121**	**586**	**27**	**21**	**48**	**2,033**	**329**	**2,362**			
For Girls { Aided, English	21	1,633	...	126	126	17	415	432	75	278	353	197	447	644	38	40	78	327	1,306	1,633			
For Girls { Unaided, English	3	102	...	4	4	1	24	25	8	16	24	11	31	42	4	3	7	24	78	102			
Total ...	**24**	**1,735**	**...**	**130**	**130**	**18**	**439**	**457**	**83**	**294**	**377**	**208**	**478**	**686**	**42**	**43**	**85**	**351**	**1,384**	**1,735**			
Total Secondary Schools	**43**	**4,097**	**306**	**148**	**454**	**751**	**537**	**1,288**	**585**	**365**	**950**	**673**	**599**	**1,272**	**69**	**64**	**133**	**2,384**	**1,713**	**4,097**			
Primary Schools—																							
For Boys { Aided, ...	5	178	...	...	...	...	...	...	16	15	31	76	57	133	6	8	14	98	80	178			
For Boys { Unaided ...	2	28	...	...	...	...	...	...	4	...	4	16	8	24	...	...	...	20	8	28			
Total ...	**7**	**206**	**...**	**...**	**...**	**...**	**...**	**...**	**20**	**15**	**35**	**92**	**65**	**157**	**6**	**8**	**14**	**118**	**88**	**206**			
For Girls { Aided, ...	3	130	...	...	...	...	...	...	13	25	38	32	54	86	2	4	6	47	83	130			
For Girls { Unaided ...	1	21	...	...	...	...	...	...	...	2	2	4	9	13	4	2	6	8	13	21			
Total ...	**4**	**151**	**...**	**...**	**...**	**...**	**...**	**...**	**13**	**27**	**40**	**36**	**63**	**99**	**6**	**6**	**12**	**55**	**96**	**151**			
Total Primary Schools	**11**	**357**	**...**	**...**	**...**	**...**	**...**	**...**	**33**	**42**	**75**	**128**	**128**	**256**	**12**	**14**	**26**	**173**	**184**	**357**			
Grand Total ...	**54**	**4,454**	**306**	**148**	**454**	**751**	**537**	**1,288**	**618**	**407**	**1,025**	**801**	**727**	**1,528**	**81**	**78**	**159**	**2,557**	**1,897**	**4,454**			

APPENDICES.

PROVINCIAL TABLE A.—*Showing the number of scholars and percentage under instruction in each district for the year ending 31st March 1912.*

District.	Population.			Number of scholars.			Percentage of male scholars to male population of school-going age.	Percentage of female scholars to female population of school-going age	Percentage of total scholars to total population of school-going age.
	Male.	Female.	Total.	Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10
Dehra Dun ...	120,908	84,167	205,075	3,734	946	4,680	20·59	7·49	15·21
Saharanpur ...	541,091	445,268	986,359	17,556	1,301	18,857	21·63	1·95	12·75
Muzaffarnagar ...	444,862	363,498	808,360	16,327	913	17,240	24·47	1·67	14·22
Meerut ...	822,305	697,059	1,519,364	23,319	2,081	25,400	18·91	1·99	11·15
Bulandshahr ...	592,267	531,525	1,123,792	16,020	775	16,795	18·03	·97	9·96
Total ...	2,521,433	2,121,517	4,642,950	76,956	6,016	82,972	20·35	1·89	11·91
Aligarh ...	629,524	536,156	1,165,680	16,682	2,030	18,712	17·67	2·52	10·70
Muttra ...	361,507	294,803	656,310	10,158	1,646	11,804	18·73	3·72	11·99
Agra ...	557,320	464,527	1,021,847	18,990	3,593	22,583	22·72	5·16	14·73
Mainpuri ...	438,920	358,704	797,624	9,531	1,146	10,677	14·48	2·13	8·92
Etah ...	474,576	397,421	871,997	10,679	1,462	12,141	15·01	2·45	9·28
Total ...	2,461,847	2,051,611	4,513,458	66,040	9,877	75,917	17·88	3·21	11·21
Bareilly ...	593,836	500,827	1,094,663	11,015	1,767	12,782	12·37	2·35	7·78
Bijnor ...	427,153	379,049	806,202	14,519	1,756	16,275	22·66	3·09	13·46
Budaun ...	577,561	475,767	1,053,328	11,564	2,299	13,863	13·35	3·22	8·77
Moradabad ...	676,151	586,782	1,262,933	18,953	2,222	21,175	18·69	2·52	11·18
Shahjahanpur ...	513,562	432,213	945,775	12,131	1,673	13,804	15·75	2·58	8·73
Pilibhit ...	262,002	225,615	487,617	5,137	672	5,809	13·07	1·99	7·94
Total ...	3,050,265	2,600,253	5,650,518	73,319	10,389	83,708	16·02	2·66	9·88
Farrukhabad ...	494,017	406,005	900,022	12,550	1,901	14,451	16·94	3·12	10·70
Etawah ...	416,648	343,473	760,121	10,671	2,080	12,751	17·07	4·04	11·18
Cawnpore ...	623,437	518,849	1,142,286	20,075	1,645	21,720	21·47	2·11	12·68
Fatehpur ...	350,207	326,732	676,939	10,978	454	11,432	20·90	·93	11·26
Allahabad ...	744,382	722,754	1,467,136	20,928	1,637	22,565	18·74	1·51	10·25
Total ...	2,628,691	2,317,813	4,946,504	75,202	7,717	82,919	19·07	2·22	11·18
Jhansi ...	350,192	330,496	680,688	8,964	666	9,630	17·07	1·34	9·43
Jalaun ...	209,525	195,250	404,775	7,589	353	7,942	24·15	1·21	13·08
Hamirpur ...	234,842	230,381	465,223	6,803	374	7,177	19·31	1·08	10·29
Banda ...	332,161	325,076	657,237	8,799	467	9,266	17·66	·96	9·40
Total ...	1,126,720	1,081,203	2,207,923	32,155	1,860	34,015	19·03	1·15	10·27
Benares ...	451,545	444,799	896,344	28,668	3,166	31,834	42·33	4·75	23·68
Mirzapur ...	358,278	366,523	724,801	9,880	503	10,383	18·38	·91	9·55
Jaunpur ...	576,070	580,184	1,156,254	19,616	853	20,469	22·70	·98	11·80
Ghazipur ...	420,200	419,525	839,725	14,090	851	14,941	22·35	1·35	11·86
Ballia ...	423,694	421,724	845,418	11,511	280	11,791	18·11	·44	9·30
Family Domains	172,458	174,478	346,936	3,440	9	3,449	13·30	·03	6·63
Total ...	2,402 245	2,407,233	4,809,478	87,205	5,662	92,867	24·20	1·57	12·87
Gorakhpur ...	1,604,635	1,596.545	3,201,180	31,417	1,022	32,439	13·05	·43	6·76
Basti ...	926.286	904,135	1,830,421	22,244	702	22,946	16·01	·52	8·36
Azamgarh ...	749 800	743 018	1,492,818	21,520	1,003	22,523	19·13	·90	10·06
Total ...	3,280,721	3,243,698	6,524 419	75,181	2,727	77,908	15·88	·56	7·96
Naini Tal ...	182,875	140,644	323,519	5,505	861	6,366	20·07	4·08	13·12
Almora ...	266,516	258,588	525,104	11,482	866	12,348	28·72	2·23	15·68
Garhwal ...	235,818	244,349	480,167	6,793	275	7,068	19·20	·75	9·81
Total ...	685,209	643,581	1,328 790	23,780	2,002	25,782	23·14	2·07	12·93
Lucknow ...	411,799	352,612	764,411	16,620	2,117	18,737	26·91	4·00	16·34
Unao ...	478,585	432,330	910,915	11,233	259	11,492	15·65	·40	8·41
Rae Bareli ...	510,665	506,199	1,016,864	13,696	375	14,071	17·88	·49	9 23
Sitapur ...	606,339	532,657	1,138,996	13,221	993	14,214	14·54	1·24	8·32
Hardoi ...	609,867	511,381	1,121,248	10,524	1,046	11,570	11·50	1·36	6·88
Kheri ...	511,512	447.696	959,208	9,258	322	9,580	12·07	·48	6·66
Total ...	3,128.767	2,782 875	5,911.642	74,552	5,112	79,664	15·89	1·22	8·98
Fyzabad ...	575,621	578,488	1,154,109	15,400	624	16,024	17·84	·72	9·25
Gonda ...	718,418	693,794	1,412,212	13,334	578	13,912	12·37	·56	6·57
Bahraich ...	544,594	503,083	1,047,677	10,043	289	10,332	12·29	·38	6·57
Sultanpur ...	515,980	532,544	1,048,524	11,011	254	11,265	14·23	·32	7·16
Partabgarh ...	437,183	462,790	899,973	12,012	233	12,245	18·32	·34	9·07
Bara Banki ...	564,137	519,730	1,083,867	11,481	989	12,470	13·57	1·27	7·67
Total ...	3,355 933	3,290,429	6,646,362	73,281	2,967	76,248	14·56	·60	7·65
Grand Total ...	24,641,831	22,540 213	47,182,044	6,57 671	54.329	7,12,000	17·79	1·67	10·06
Grand Total for previous year.	24,628,344	22,565,048	47,193,392	5,98,875	46,912	6,45,787	16·21	1·39	9·12

ROVINCIAL TABLE B.—*Giving Particulars of Vernacular Primary Schools for Boys for the year ending 31st March* 1912.

District.	Number of schools.							Number of scholars							Expenditure on schools.	
	Under public management.		Under private management.				Total.	Under public management.		Under private management.				Total.	Under public management.	Aided.
			Aided.		Unaided.					Aided.		Unaided.				
	Upper.	Lower.	Upper.	Lower.	Upper.	Lower.		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
															Rs.	Rs.
Dehra Dun ...	15	15	3	9	...	...	42	205	1,034	36	421	...	...	1,696	6,681	2,126
Saharanpur ...	37	95	3	53	...	...	188	582	4 985	39	1,610	...	...	7,216	26,512	3,852
Muzaffarnagar ..	44	56	5	70	..	...	175	773	5,040	63	2 408	...	...	8.284	20,456	4,528
Meerut ...	91	67	7	82	1	...	248	1,388	8,039	56	3,005	2	23	12.513	38,811	5,718
Bulandshahr ...	83	26	25	65	1	..	200	1,295	5.375	241	2,845	12	37	9.805	29,007	9.986
Total ...	270	259	43	279	2	...	853	4,243	24.473	435	10,289	14	60	39 514	1 21 467	26,210
Aligarh ...	72	80	14	85	...	...	251	1,132	7,047	156	3,051	...	...	11 586	40,097	6,128
Mattra ...	46	42	37	60	...	...	185	599	4,561	205	3,193	...	...	8,558	18,492	7,687
Agra ...	67	65	20	64	...	6	222	1,089	7,966	504	2,886	...	208	12,653	33,199	7,131
Etawah ...	39	60	2	41	...	1	143	573	5 338	24	1,325	...	29	7,289	23,461	3,844
Farrukhabad ...	38	58	2	43	...	...	141	797	5,832	12	1,603	...	...	8,244	21.374	2,857
Total ...	262	305	75	293	.	7	942	4 190	30,744	901	12,058	..	237	48 130	1,36.623	27.647
Farrukhabad ...	47	77	8	74	...	1	207	909	6,739	114	2,517	...	19	10,298	28 267	7,882
Etawah ...	38	64	44	27	2	...	175	610	5,421	197	2,170	11	58	8,467	21,639	7,707
Cawnpore ...	68	98	1	79	...	...	246	1,177	8.325	8	2.439	...	...	11,949	46,795	8,016
Fatehpur ...	45	65	3	52	...	...	165	889	5.748	48	1.659	...	...	8,344	24,736	3,251
Allahabad ...	80	69	1	99	...	..	249	1,056	7,956	8	2,987	...	...	12,007	36,344	5,520
Total ...	278	373	57	331	2	1	1.042	4,641	34 189	375	11.772	11	77	51,065	1,57,781	32 376
Jhansi ...	33	91	2	73	...	...	199	395	4,564	21	2,052	...	...	7,032	25,579	5,500
Jalaun ...	37	38	2	32	2	4	115	569	4,308	17	1,012	24	346	6,276	19,069	2,057
Hamirpur ...	25	67	2	40	...	...	134	323	3,890	16	978	...	...	5,207	19,219	2,219
Banda ...	38	63	...	59	...	..	160	500	4,839	...	1,649	...	...	6.988	27,665	3.664
Total ...	133	259	6	204	2	4	608	1 787	17.601	54	5.691	24	346	25.503	91,532	13,440
Benares ...	71	34	3	147	..	.	255	2,395	11,215	11	6,391	...	...	20,012	37,048	8,889
Mirzapur ...	31	63	1	69	4	33	201	440	4,527	9	2,052	21	1,061	8,110	19,041	4,951
Jaunpur ...	85	19	5	83	5	8	205	1,976	9,232	71	4,080	84	768	16,211	37,167	7,967
Ghazipur ...	49	37	3	84	..	...	173	1,064	6,556	25	3,985	...	..	11,630	23,128	5,396
Ballia ...	64	44	2	49	...	8	167	1,099	6,002	23	2,021	...	251	9,396	29,508	2,911
Family Domains...	8	33	...	...	...	...	41	155	2,891	...	...	...	...	3,046	7.083	...
Total ...	308	230	14	432	9	49	1.042	7.129	40.423	139	18 529	105	2,080	68,405	1,52,975	30.116
Gorakhpur ...	83	81	44	221	..	2	431	1,937	10,945	449	12,441	...	83	25,855	36,355	16,296
Basti ...	68	64	19	139	..	...	290	1,546	11,380	226	7,231	...	...	20,383	35,035	10,167
Azamgarh ...	96	59	11	128	...	3	297	2,076	10.157	75	5,060	...	165	17,533	36,603	6,152
Total ...	247	204	74	488	.	5	1,018	5,559	32.482	750	24,732	...	248	63,771	1,07,993	32.615
Naini Tal ...	32	49	...	25	...	...	106	336	3,135	...	640	...	...	4,111	14,300	1,749
Almora ...	53	44	14	54	...	20	185	536	5,849	130	2,751	...	737	10,003	21,141	11,771
Garhwal ...	38	74	4	40	1	18	175	520	3.839	46	1,198	8	445	6,056	18,994	2,059
Total ...	123	167	18	119	1	38	466	1,392	12,823	176	4,589	8	1,182	20,170	54.435	16,579
Lucknow ...	46	49	4	78	...	..	177	704	6,490	34	2,553	...	...	9,786	34,926	6,070
Unao ...	59	62	...	81	1	1	204	881	5,780	...	2,283	9	84	9,037	25,411	4,593
Rae Bareli ...	72	45	4	91	2	7	221	1,058	7,104	28	3,090	25	314	11,619	31,201	5,159
Sitapur ...	64	99	2	61	...	..	226	889	7,615	13	2,093	...	...	10,610	37,863	3,234
Hardoi ...	37	110	3	49	...	1	200	651	6,404	25	1,595	...	20	8,695	27,607	2,679
Kheri ...	48	56	3	83	...	3	193	906	4,486	27	2,203	...	75	7,697	24,795	4.503
Total ...	326	421	16	443	3	12	1,221	5,089	37,884	127	13.817	34	493	57,444	1,81,803	26 238
Faizabad ...	68	33	7	98	..	...	206	859	7,263	66	3,910	...	...	12,098	29,444	7,321
Gonda ...	77	61	3	67	...	4	212	1,242	7,287	20	2.369	...	146	11,064	34,919	6,770
Bahraich ...	49	58	2	32	4	3	148	958	5,524	30	1,290	42	208	8,052	32,026	3,222
Sultanpur ...	56	46	1	83	...	..	186	1,147	5,977	7	2,617	...	...	9,748	25,179	5,039
Partabgarh ...	39	56	4	48	...	6	153	1,063	6,508	75	2,009	...	267	9,922	25,987	5,423
Bara Banki ...	63	72	4	53	1	7	200	1,057	6,238	17	1,638	10	244	9,204	27,676	4,544
Total ...	352	326	21	381	5	20	1,105	6,326	38,797	215	13,833	52	865	60,088	1,75.231	32,319
Grand Total ...	2,598	2,842	360	3,279	24	137	9,240	44,572	2,99,046	3,432	1,26,639	248	5.624	4 79,561	1.331,539	2.58 41
Grand Total for previous year ...	2,536	2,846	350	3,179	20	118	9,049	42,368	2,69,740	3,549	1,18,634	160	4,628	4,39,079	12,58,139	2,48,308

Comparative table of the results of the examinations for the years 1906-07, 1910-11 *and* 1911-12.

		1906-07.	1910-11	1911-12.
M. A.	Candidates ...	28	27	39
	Passed ...	7	21	23
Previous M. A. ...	Candidates ...	(a)9	62	89
	Passed ...	5	32	37
M. Sc.	Candidates ...	(b)9	4	9
	Passed ...	3	4	7
Previous M. Sc. ...	Candidates ...	(c)1	13	17
	Passed ...	...	11	15
L. T.	Candidates ...	...	31	30
	Passed ...	...	27	28
B. A.	Candidates ...	375	581	660
	Passed ...	245	284	281
B. Sc.	Candidates ...	22	128	104
	Passed ...	11	79	45
Intermediate	Candidates ...	641	1,042	1,052
	Passed ...	299	514	469
Matriculation	Candidates ..	1,947	2,206	2,011
	Passed ...	772	957	702
School Leaving ...	Candidates ...	...	946	1,189
	Passed ...	...	317	539
High School Scholarship ...	Candidates ...	406	386	455
	Passed ...	95	110	131
Vernacular Final ...	Candidates ...	5,773	8,348	9,125
	Passed ...	3,601	5,981	4,182
Primary	Candidates ...	19,851	24,311	25,453
	Passed ...	15,184	18,278	19,671
High School examination for Europeans.	Candidates ...	174	203	184
	Passed ...	154	127	122
Middle School examination for Europeans	Candidates ...	226	213	232
	Passed ...	109	175	135
Middle English examination for girls.	Candidates ...	113	124	146
	Passed ...	55	84	95
Departmental Teacher's Certificate examination.	Candidates ...	61	36	43
	Passed ...	54	34	41
Vernacular Teacher's Certificate examination.	Candidates ...	429	324	287
	Passed	368	238	253

(a) 1st D. Sc.,
(b) 2nd D. Sc.
(c) 3rd D. Sc..

ORDERS OF GOVERNMENT.

No. 627
XV—313

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Dated Naini Tal, the 8th May 1913.

READ—

The general report on public instruction in the United Provinces, for the year ending the 31st March 1912.

OBSERVATIONS.—This report, though nominally for one year, deals with the progress of education from 1st April, 1907, to 31st March, 1912,—a period anterior to the assumption by the Lieutenant-Governor of his present office; and touches in some portions on educational problems regarding which it would be premature for His Honour at present to express an opinion. In the main, however, the report speaks for itself; and the Lieutenant-Governor has no hesitation in affirming that it is a record of substantial progress achieved in almost all directions. The number of institutions has risen from 15,642 to 16,563, and that of scholars from 606,174 to 712,000. The proportion of scholars to the population of school going age is now 17·79 for boys, and 1·67 for girls as against 15·33 and 1·16 respectively five years ago. Direct expenditure has risen from Rs. 46,27,535 to Rs. 66,45,514; and indirect from Rs. 28,62,045 to Rs. 41,47,324. Public expenditure has risen from 49 to 67 lakhs. The controlling staff has been largely increased and the salaries of its subordinate officers revised. Extensive reforms have been carried out in the system of secondary education; more high schools have been established by private effort; the pay and prospects of teachers in Government schools have been improved; more training institutions have been opened; in the erection of new or reconstruction of existing buildings great activity has been displayed; and the hostel system has made notable strides in popularity and efficiency. Technical education has been entirely reorganized and expanded. In primary and female education alone has the advance been relatively disappointing. Such are in brief the apparent achievements of the five years. But the period was essentially one of organization and preparation for new lines of advance; and its results will be more visible hereafter than they are at the moment. The Government of India are now engaged on a systematic campaign of more and better education, a campaign which draws its stimulus from the gracious message of His Imperial Majesty the King-Emperor, and its initial resources from the Darbar boon of 50 lakhs in December 1911. It is not easy to conceive however how slow would have been the development of that campaign in these provinces, if it had not been for the unceasing labour of Sir John Hewett, often amid stress of severe financial difficulties, in broadening the base and improving the machinery of our educational system, and thus equipping it to take its proper place in the forward movement which the financial prosperity of India has now made possible.

2. *Controlling Agencies.*—The general expansion of education in the preceding quinquennium had made an increase in the inspecting staff an urgent necessity. In 1908, in accordance with the views of the committee on secondary education which met in 1907 three Inspectors

were added, and nine divisions coterminous with the revenue divisions were established. The resulting curtailment of area has made possible more thorough inspection, closer control and closer co-operation between the inspector and district educational authorities. This reform was accompanied by the reduction of the number of assistant inspectors from eleven to nine and the amalgamation of their offices with those of the inspector, a measure which has similarly tended to bring the Inspector into more direct touch with vernacular education. A further recommendation of the committee, viz. the creation of four specialist inspectors for the subjects of science, drawing and oriental languages with which the divisional inspector is not usually conversant, was carried out in 1910 and 1911. The cadre of inspectresses has been entirely reorganized, a Chief Inspectress has been appointed, the number of inspectresses has been raised from four to seven, their circles have been redistributed and curtailed, and their pay and prospects improved. The most notable measure however in connection with inspecting agencies has been the transfer of the district inspecting staff to the control of the Education department, which though not formally sanctioned till July 1912 falls properly within the period under review. The reasons for this step have been fully set forth in a recent resolution, and need not be here discussed.

As a result of the above measures, the inspecting staff is now more adequate for its task than it was five years ago. In such a matter, however, there can be no finality. The assumption by the Government of the charge of the district board high schools, the establishment of the school leaving certificate examination, and the growth of aided secondary schools, have added largely to the labours of the inspector, and if he is to retain that connection with and responsibility for the development of primary education which it is essential that he should retain, the necessity for a further increase in numbers must soon be faced. Equally urgent is the need for a large addition to the staff of sub-deputy inspectors, and an improvement of pay and prospects of both deputy and sub-deputy inspectors. The qualifications of both these classes of officers are far from high, and increasing difficulty is being experienced in obtaining competent candidates on the salaries at present in force, in spite of the revision effected some years ago.

3. *Primary education.*—The history of primary education since 1907 has followed a somewhat chequered course. On the 31st March 1907 the number of schools maintained by Boards was 5,426 ; that of aided and unaided schools 4,094 ; and the number of boys receiving instruction 285,032 in board schools, and 131,791 in aided and unaided schools. In the following year the number of board schools stood at 5,521 ; that of aided and unaided schools rose to 4,178 ; and the number of boys in these to 317,683 and 141,820. In the year 1908-1909 while there was a decrease in both the number of and the attendance at both aided and unaided schools, the number of board schools rose from 5,521 to 5,556 and the enrolment from 317,683 to 325,505, the net result being a very slight fall in the number of schools of all classes and in the enrolment. With the year 1909-1910 there came a distinct set-back. The number of board schools indeed fell very slight (from 5,556

to 5,468) but the number of scholars declined from 325,505 to 312,399; and aided schools decreased by over 300 with a corresponding drop in the enrolment. In 1910-1911 there was a further small fall in the number of board schools; and aided schools were 201 fewer. The enrolment was stationary in the former, and showed a falling off of over 3,000 scholars in the latter. In 1911-1912 there was a recovery. The number of board schools rose from 5,382 to 5,440 and the enrolment in these reached 343,618, the highest figure yet recorded. Aided schools shared in the increase but to a less extent, the number of scholars in these schools being still below the totals for the years 1907-1908 and 1908-1909. The figures are to some extent deceptive as they do not allow for the removal of lower primary and preparatory sections from the secondary vernacular schools. Allowing for this factor the net result is a decrease of about 500 in the number of schools of all classes, and an increase of about 50,000 in the number of scholars.

The cause of the set-back during the year 1909-1910 has formed the subject of an exhaustive enquiry but it cannot be said that they are even yet altogether clear. The expenditure during the last six years has been :—

		Rs.
1906-1907	...	12,92,666
1907-1908	...	14,13,663
1908-1909	...	15,32,285
1909-1910	...	14,96,823
1910-1911	...	15,06,447
1911-1912	...	15,89,956

The years in which the decreases in schools and scholars took place are those in which direct expenditure fell, and it is argued in the report that the primary and principal cause of the set-back was contraction of funds. The matter does not however admit of quite so simple an explanation, and closer analysis shows that the apparent parallelism between the rise and fall of expenditure, and the increase and decrease of schools and scholars is to a large extent illusory. An examination of figures by divisions shows that in every division expenditure decreased during the year 1909-1910. The drop in the number of schools and scholars was confined however to 28 districts. In the three divisions of Agra, Fyzabad and Allahabad there was an increase; in the Kumaun division the figures for the two years 1908 and 1909 are identical; and in the divisions of Rohilkhand, Lucknow, Meerut and Bundelkhand the total decrease in the number of scholars was only a little over 5,000. The bulk of the decrease is accounted for by the two divisions of Benares and Gorakhpur, and in the latter the decrease of expenditure was small, and cannot account for the large loss of scholars. Contraction of expenditure was undoubtedly responsible for part of the decrease in schools and scholars in the Benares division, where some of the boards had in previous years incurred expenditure without regard to their financial position, and possibly to a much smaller extent in some districts in other divisions. But even in the Benares division the decrease in the number of scholars was not in proportion to the decrease in expenditure. The statement of the chairman of the Jaunpur board quoted in the report and the fact that the number of scholars fell much more markedly than the number

of schools, though possibly explicable in the main as the result of the crowding of students into the remaining schools, seems to indicate that the figures of the preceding year were to some extent fictitious. In the Gorakhpur division plague was undoubtedly a contributing factor. But the most generally operative cause is to be found neither in contraction of expenditure nor in the visitations of epidemic diseases. The period 1905-1906 to 1907-1908 was one of rapid expansion, and the lines on which this expansion was carried out were not in all cases sound. In more than one district schools, in particular aided schools, were undoubtedly opened which did not justify their existence and when the boards came to scrutinize the results obtained, it was inevitable that many of these should be closed. Moreover, in many cases the eagerness for expansion had thrust aside financial foresight; and when boards came to review their commitments, they found themselves faced with the necessity of neglecting other services in their charge if they attempted to maintain efficiently their new educational enterprises. His Honour has no wish to prejudge an enquiry which has not yet concluded; but he finds in the recent history of primary education a strong *prima facie* corroboration of his belief that, unless the enthusiasm for education is balanced by the clearest provision for its financial requirements, the result is bound to be ineffective and disappointing. Haste in spending our grants is not necessarily true service to the cause.

If the progress of elementary education has belied our hopes in respect of numbers, it is satisfactory to record that in other directions there has been a distinct advance. The number of upper primary schools has continued, even in the worst years, to increase slowly, the pay of all board school teachers has at length reached the minimum prescribed by the Government in 1907, the number of training classes has risen from 48 to 109, the proportion of trained teachers is now much higher than it was five years ago, and some progress has been made in the erection of new and better buildings.

Further progress is largely a matter of money. The recent grants from the Government of India have enabled several welcome improvements to be carried out. Over 2,000 teachers have been added and one hundred new training classes are being built this year. But much larger funds than those at present available must be found if the province is to attain in this matter the position of the other large provinces. The first essential for any sound system of education is obviously an adequate supply of competent teachers, and this it is impossible to secure with the scale of salaries now in force. The rise in pay above noted has been largely discounted by the rise in prices, and the teachers in board schools are still miserably remunerated. Large sums are also required for the conversion of lower primary schools, in which the education possibly is too slight and evanescent to be of much real value, into upper primary schools; for additional training classes and normal schools; and for strengthening the inspecting staff. This is not to say that the present administrative arrangements are in themselves above criticism; and that the only need of the province is increased expenditure. On the contrary the enquiry into the set-back in 1909-1910, if it has not altogether elucidated the causes of that phenomenon has undoubtedly disclosed

several weak points. The haphazard policy pursued by too many boards in the matter of aided schools is essentially vicious, and the time has come when the function of the aided school, so long as it remains an integral part of the system, must be reconsidered. The condition of indigenous schools is another matter which calls for enquiry. The Director is disposed to regard these schools as of little value from the point of view of elementary education; but there is a considerable body of opinion which holds that they might with advantage be encouraged and assisted more liberally than they have been in the past. A still more fundamental problem is how to make primary education more attractive to the cultivating and artisan classes. The census statistics show that our schools have as yet hardly touched these classes. A stage has in fact been reached when a comprehensive survey of the whole field of primary education should be made, and the Lieutenant-Governor has decided that this shall be undertaken at once by a committee representative of both official and non-official opinion.

4. *Secondary Education.*—In Anglo-vernacular education the period has been one of rapid expansion. The number of high schools has risen from 94 to 102, and that of scholars from 31,838 to 42,611. The expenditure has risen from Rs. 10,17,114 to Rs. 15,97,847. The greatest rate of increase is shown by fees which have risen from Rs. 3,99,138 to Rs. 6,47,682; but public expenditure has risen from Rs. 4,15,392 to Rs. 6,31,105, and expenditure from other sources from Rs. 2,02,584 to Rs. 3,19,060.

This expansion has been accompanied and facilitated by several notable reforms. The most important of these perhaps has been the assumption by the Government of the charge of district board high schools. Previous to the District Board Act of 1906 the control of district high schools had been vested in the Educational department. In the rules framed under this Act however the position was completely reversed; the control passed wholly to the boards, and the Education department exercised only the function of an inspecting and advisory agency. Experience of the new system rapidly demonstrated its unsuitability. Each district became a water tight compartment and transfers of masters involved endless correspondence and delays, while the composition of the boards necessarily rendered them unfit to deal with technical questions of the merits of teachers or curricula. The change has rendered possible a number of improvements which were beyond the resources of the boards. A graded scale of pay has been introduced which, while less liberal than is desirable, constitutes a great advance on the rates previously existing; and much has been done to remedy the deficiencies in building and class accommodation by which work in these schools had in the past been seriously hampered. Six new Government schools have been built. At seven others extensive alterations have been made. Separate science blocks, or specially adapted science rooms have been built at fifteen schools. New hostels have been provided at seven and existing hostels have been extended at four schools.

It is part of the settled policy of the Government however that the function of the State in the matter of secondary education is to

set the standard and that it must be left to private enterprise assisted by grants in aid to supply such further schools as are required. One of the most gratifying features of recent years has therefore been the expansion and development of aided schools. New schools such as the Shiam Sundar Memorial High School, the Gorakhpur High School, the Deoria High School have been built; new buildings are contemplated or are under construction at a number of older schools; and the enrolment in aided high schools has risen from 12,897 to 17,220. In the matter of hostels great strides have been made. New hostels have been provided at the Moslem School, Moradabad, the Mission schools at Budaun and Bareilly, the Colvin school, Mahmudabad, the Seth Jai Dyal School at Biswan, the Rajput High School, Agra, the Edward Coronation School, Khurja, the Shiam Sundar Memorial School, Chandausi, and the Hewett Kshattriya School, Benares. This all round progress has been facilitated by the more liberal grant-in-aid rules introduced on the recommendation of the committee on Secondary Education; by the reform introduced in 1909-1910 in accordance with which grants have since been paid from general revenues and not by local bodies, whose resources in times of stringency were not always adequate to the discharge of their liabilities; by the recent raising of the scale of fees; and by special grants which the liberality of the Government of India has enabled the Local Government to make.

The great weakness in aided schools is the poor quality of the staff. Higher salaries are essential if this is to be improved. The pay and prospects in the majority of these compare unfavourably with those in Government schools, themselves inadequate. Something has been done to remedy this state of affairs by the Government of India's annual grant of Rs. 60,000 but further and larger assistance is necessary if matters are to be put on a proper footing. Another great defect in secondary schools in spite of many recent improvements—and this criticism applies to Government as well as to aided institutions—is still the shortage and poor quality of the hostel accommodation. There is much to be done in this direction; and the Lieutenant-Governor hopes to see private generosity enlisted for the provision of more and better hostels, whether denominational or other.

At the beginning of the quinquennium the only training college in existence was that at Allahabad. This institution admitted both graduates and under-graduates; but its staff was not adequate to teaching up to the standard of a University degree, and the arrangement under which M.A's. and Entrance passed men were trained together was radically unsound. A new lower grade training college was accordingly opened at Lucknow and the Allahabad College reorganised so as to render it capable of discharging the functions of a higher grade training college. This reform has undoubtedly resulted in an improvement in the quality of the teachers in English schools. But the position is still far from satisfactory. The quality of the men who enter both colleges is very poor, and can only be improved by raising the pay and prospects of the teachers. An equally serious defect is the inadequacy of the Lucknow College to meet the demand for trained teachers. In the Government schools out of 878 teachers only 306 are trained, whilst in aided schools the proportion of trained men is

still lower. There is no lack of candidates for admission nor of openings for their employment when trained. Private effort has not yet taken the form of establishing a training institution, though one college is said to be contemplating a move in that direction, and it is more than doubtful whether the demand is ever likely to be fully satisfied in this manner. The time appears to have come when the question of extending the existing or opening a new training college will have to be faced.

The establishment of the school leaving certificate constitutes a reform which in its ultimate effects is perhaps the most far-reaching of those carried out in the quinquennium. When the regulations of the Allahabad University were revised so as to bring them into conformity with the Act of 1904, the Senate decided that the school final examination and the University Entrance examination should be amalgamated and called the Matriculation examination. The new examination thus established, whilst an improvement, as a test of a candidate's fitness to enter the University, on the two examinations it replaced, was narrower in its scope, and omitted altogether several important subjects on the modern side. Though providing for the needs of University students, it took no account of the case of those who leave school without intending to enter on a University career. The school leaving certificate examination provides courses leading up to the University studies and as such has been recognised by the University as a substitute for the Matriculation. On the other hand for boys who do not desire to join an arts college, it supplies a variety of courses designed to fit them for walks in life or for entry into technical institutions. The number of schools recognised for the examination is now 55. Liberal grants have been made by the Government for the provision in both Government and aided schools of the additional staff, equipment and accommodation which the new courses have rendered necessary.

Vernacular middle schools have risen from 340 to 375. The increase has been wholly in schools maintained by the boards. Aided schools have fallen from 14 to 10. The total enrolment has decreased from 49,076 to 45,378, but the decrease is apparent only, and the result mainly of the gradual removal of lower primary and preparatory sections. In the upper primary and middle sections there has undoubtedly been an increase, as witnessed by the figures for the vernacular final examination, the number of candidates for which have risen from 6,026 to 9,448. The quality of the teaching staff has markedly improved during the quinquennium; and the schools are now almost entirely manned by Normal school trained men. The salaries are however very inadequate and an improvement of the pay and prospects of the teachers is one of the most urgent educational needs of the province. It is from these schools that the teachers in primary schools are drawn, and no effort should therefore be spared to raise their efficiency. In the matter of buildings too and hostel accommodation there is great room for improvement.

5. *Female education.*—The question of female education was considered by a committee in 1904, and in the year 1906-1907 some steps were taken to carry out the recommendations of the committee. A Chief

Inspectress was appointed; the class accommodation at the Normal school, Lucknow, was increased and a system of capitation grants, since abandoned, for the encouragement of the attendance of girls at boys' schools was introduced. In 1908, the matter was again examined and a series of measures designed to improve the quality of the teachers, to increase the number of schools and to stimulate the attendance of pupils were initiated. The staff of the Normal school was revised and its accommodation and equipment improved, so as to enable it to undertake the work of teaching and training secondary teachers more successfully. A system of training classes has been organised in connection with model schools; the pay of the teachers in model schools has been raised and the number of such schools has risen from 36 to 62; five visiting governesses have been appointed; scholarships have been instituted for students studying privately with relatives and for the poorer students in model schools; the inspecting staff as above noted has been largely increased and local committees for the promotion of female education have been formed. As a result of these measures some progress has been made. The number of scholars in model schools has risen from 1,890 to 3,093; district board and municipal schools now number 366 against 293, and the enrolment in these has risen from 8,562 to 12,000. In secondary education too there has been some advance. The number of English middle schools has risen from 16 to 27 and that of scholars in the secondary stage in these schools from 345 to 357. Vernacular middle schools now number 17 (6 model and 11 board aided) as against 2 in 1907, and the enrolment has advanced from 65 to 1,577. The Isabella Thoburn College, the only college for Indian women, has made large extensions, and has a most creditable record of all round development during the quinquennium. But the total increase for institutions of all kinds is only from 1,026 to 1,265 (the whole of this has taken place in public institutions) and for scholars from 38,234 to 52,316. Both absolutely and relatively the increase has been far smaller than in the preceding five years. The apathy of the public in the matter of female education is well illustrated by the condition of aided schools. Both in number and in enrolment these have been practically stationary during the quinquennium, and the vast majority are only aided in name, being dependent entirely on the monthly grant-in-aid. Closely connected with this general indifference of the people is the difficulty in obtaining an adequate supply of competent teachers. The outturn of the Normal school is extremely small and the wastage owing to marriage is disproportionately high. The training classes on the other hand suffer also from a dearth of qualified instructors. Higher salaries, the conversion of aided schools into board schools, the larger employment of elderly male teachers and the grant of stipends to enable girls or widows to qualify for the teaching profession may possibly do something to increase the supply. The problem is one regarding which the Lieutenant-Governor hopes that the committee referred to in paragraph 3 will be able to make suggestions of value. But till the people generally have come to appreciate more largely the need of educating their women, progress cannot be other than extremely slow. Regard being had to the position of women in India, this branch of educational

reform is not one in which it is expedient or politic that the Government should be materially in advance of the people. Government will encourage and freely help any forward movement; but the original stimulus must come from a change in the popular sentiment.

6. *European Schools.*—Since the introduction in 1907 of a new code for European schools important changes have been made with a view to improving and increasing the facilities for the education of the domiciled European community. Thanks to an annual grant of Rs. 50,000, sanctioned by the Government of India in 1906 for the purpose of carrying out the provisions of the new code, the pay of teachers has been revised, the boarding grants for indigent children have been raised and the number and value of scholarships have been increased. In addition the Local Government has from its own resources instituted a system of supplementary grants amounting to half their salaries for all teachers who have passed the high school examination or have graduated from a university. The amount of such grants has risen from Rs. 9,613 to Rs. 32,830. It has also provided annual stipends for students deputed to the training class opened in 1907 by the Government of India at Sanawar for European male teachers, and has enhanced and added to the number of stipends tenable by female students at a recognized training institution at Naini Tal and Mussooree. As a result of these measures the number of trained teachers now amounts to 44 per cent. of the total number employed. The European schools have further shared fully in the liberal grants which the Imperial Government has recently made for the promotion of education. Grants aggregating two lakhs were distributed in 1911 for buildings, equipment and science apparatus, and at the close of the quinquennium a further recurring grant of Rs. 47,000 per annum has been sanctioned which will be devoted in part to increasing the number of free pupils or reducing the fees in elementary schools.

A notable achievement in the history of European education during the period under review has been the reorganization of the Martiniére College. A memorandum drawn up by Mr. (now Sir Harcourt) Butler in 1909, and confirmed by the investigation of an expert committee, showed that far-reaching reforms were necessary if this famous institution was to be saved from decay. To carry this out, grants have been made by the Government, and the High Court of Calcutta has recently sanctioned a scheme which provides for a substantial increase in the annual payments to the College and a large grant for expenditure on buildings.

The average enrolment in the schools has risen from 4,565 to 4,738. The total European and Eurasian population, according to the last census, is 41,505 ; and arguing from this figure the report suggests that there is possibly a considerable number of children who remain wholly uneducated. The census figures however include soldiers in British regiments and afford therefore no sure basis for estimating the school going population. The available evidence indicates that the number of boys not sent to any school is extremely small. On the other hand it is not unlikely that an appreciable number of girls receive little or no schooling owing to the inability of their parents to provide for the education of both boys and girls. A further weakness in the condition

of European education is the very early age at which the children leave the schools. For these defects governmental action can at best provide very partial remedies. The Lieutenant-Governor hopes however that it may be in his power to institute some scholarships for boys who desire to take University degrees, and to make grants to enable schools for girls to accept pupils on reduced fees.

7. *Arts Colleges.*—No addition has been made since 1907 to the number of Arts Colleges (English). In other respects however the period was one of rapid growth. The number of students has risen from 2,202 to 3,299, and the resources of the colleges have been severely taxed to find accommodation for all who present themselves for admission. Most of the colleges have found it necessary, for this purpose, to embark on large building programmes. The Canning College has abandoned its old residence and has erected on a new site, at a cost of nearly 8 lakhs, a splendid block of most commodious buildings. The Meerut College also is now accommodated in entirely new buildings, and extensive additions have been made to existing buildings by the Muir, Queen's, Agra, Central Hindu, St. John's, (Agra,) and Bareilly Colleges. It is obvious however that there are limits to the mere growth of class accommodation. The morale and tone of a college, as well as the sympathy and efficiency of its teaching, demand insistently that the number of its students shall be kept within manageable proportions. Crowds of pupils, many of whom may not be known to their teachers and cannot come under their personal influence, are wholly incompatible with true education; and several of the colleges in the province will soon have to make their choice between overcrowding and efficiency. It is here that enlightened private effort can render most valuable assistance in founding and endowing new colleges.

The growth of the hostel system is an outstanding and particularly satisfactory feature of the programme. New hostels have been built or old hostels expanded at both the colleges in Agra, the Reid Christian College, the Oxford and Cambridge hostel, the Allahabad Christian College, the Central Hindu College, the Muir College, the Canning and the Aligarh Colleges, and the number of students residing in hostels has risen from 1,060 to 1,646. In some cases, however, the Lieutenant-Governor fears that the growth of hostels has outrun the arrangements for their effective supervision. He cannot consider that a hostel fully serves its purpose unless it has, as all the best of them have, a resident superintendent or warden, fitted by character and experience to influence for good the lives of the young men who are resident in it. In the important matter of libraries the colleges are now generally much better provided than five years ago; and some progress has been made in the provision of residences for the staff. In the provision of laboratories notable progress has been made, all the colleges affiliated up to the B. Sc. standard having either constructed new or added to existing laboratories. This manifold expansion has been liberally assisted by the Government. The cost of the two State Colleges has risen from Rs. 1,19,182 to Rs. 1,83,154—and the recurring grants-in-aid have increased from Rs. 85,157 to Rs. 1,44,460 while non-recurring grants have been made aggregating Rs. 3,99,090. Private liberality also has not been wanting.

Nevertheless the resources of the colleges are still far from sufficient. Large additions to the staffs have been made, but these are in many cases still inadequate. Above all the salaries offered are not such as to attract and retain competent men. A revision of the pay of the professors and lecturers is the most urgent need at present of collegiate education. The Government has recently sanctioned the distribution of a grant of Rs. 17,000 for this purpose, but far larger sums are necessary to place matters on a proper footing.

In view of the industrial developments now in progress, the increasing study of economics is a matter for satisfaction. Five of the leading colleges—the Muir Central, the Muhammadan Anglo-Oriental College, Aligarh, the Agra College, the Christian College, Allahabad, and the Central Hindu College, Benares,—have since 1907 been granted affiliation in this subject up to the M. A. standard. The study of another important subject, Biology, has received a great stimulus from the establishment of the Lucknow Medical College. Six colleges are now affiliated up to the B. Sc. standard in this subject.

8. *University.*—In July 1907, the first step towards the transformation of the University from a purely examining into a genuine teaching and residential University was taken when a University school of Law was opened. The desirability of establishing such a school had been recognized for many years. The arrangements for the teaching of law at several of the Arts colleges were open to grave objections. The classes maintained at these colleges were usually conducted by a single teacher often inadequately remunerated and without facilities for consulting the authorities necessary to enable a student to master the difficult subject of law in an effective manner. Since the opening of the University school the policy adopted has been to concentrate, as far as possible, all law students at Allahabad, where a thoroughly good library is being accumulated and efficient teaching is provided. In pursuance of this policy the law classes at the Muir, Canning and Bareilly Colleges have been closed; and that at St. John's College, Agra, is about to be abolished. This concentration has not been altogether popular, especially in Oudh; but the Lieutenant-Governor has full confidence that it will be justified by results. There are few subjects, under present conditions in India, for which thoroughly competent, wise and practical teaching is more necessary than it is in law; and this cannot be obtained by a diffusion of training centres, except at a prohibitive cost. Thanks to the liberality of the Government of India who have recently placed at the disposal of the University a recurring grant of Rs. 45,000 and a non-recurring grant of 3 lakhs, the opening of a Law hostel is now under consideration. The establishment of two or three new professorial chairs will also be possible in the near future.

In the matter of buildings the Allahabad University has for long lagged behind the other universities of India. Though its jurisdiction is second only to that of Calcutta, it had till this year no accommodation adequate to its needs and its dignity. A handsome Senate Hall designed by Sir Swinton Jacob, has now been erected, and was opened by Sir John Hewett, as Chancellor of the University, in August last. Funds are available for the construction of a Law college, and the Government of India have recently made a grant for the establishment of a library

on a scale worthy of the University. The total cost of the Senate Hall and Law College is estimated to exceed 8 lakhs towards which the Local Government has contributed Rs. 2,80,000 and the Imperial Government Rs. 1,21,000. It is gratifying to record that private liberality has very largely contributed to the balance.

Other important changes deserving of mention are the establishment of a faculty of medicine, consequent on the opening of the Medical College, Lucknow; the institution of a two years' course in commerce leading up to a commercial certificate; the revision of the scheme of studies for the intermediate examination, and the throwing open to election by graduates at the close of the quinquennium of five ordinary fellowships.

9. *Technical Education.*—The report gives a brief review of the progress of technical education during the last five years. During the year now under consideration the scheme of technical institutions, to which sanction was given in the preceding year, was brought into operation by the opening in October 1911 of the School of Arts and Crafts at Lucknow, the experimental weaving station at Benares and the carpentry school at Bareilly. The first and last of these have started well and have attracted a large number of students but the prospects of the Benares weaving school are still very uncertain and it has not succeeded in getting into touch with the local weavers. For each school a code of regulations has been prepared and an advisory committee appointed to assist the principals. With the help of the committees the equipment of the schools has been examined and large improvements have been authorized. The revision of the scale of stipends and fees had to be undertaken during the year, as under the first scheme stipends had been granted on a scale which attracted to the schools a considerable number of students who had no intention of pursuing an industrial career and merely wished to live on the stipends for a time. The industrial schools at Lucknow and Gorakhpur have made satisfactory progress on the lines previously laid down, but are still finding difficulty in keeping in touch with the requirements of the leaders of industry. This is a most important side of the work of the Principals both of these institutions and of the School of Arts and Crafts. Little progress has yet been made with the Technological Institute at Cawnpore. Land has been acquired, but the plans of the main institute could not be proceeded with, pending the appointment of a head chemist.

There have been many changes at the Thomason College at Roorkee. The department of technology and the cotton section, neither of which departments was successful in its original form, have been amalgamated, and action has been taken to provide a complete equipment of machinery for the cotton class including the necessary training in bleaching, dyeing and finishing. The prospects of the class are still uncertain owing to the apparent disinclination of persons actually engaged in the industries to send their relations for training and of students to undergo the hard manual labour requisite for the gaining of the experience essential to a competent manager. The draftsmen and computor class were abolished and it was also decided to move the automobile training class to Lucknow. Sanction was received to the revision of

the staff of demonstrators or Indian instructors and to the new engine-room and bleaching and dyeing establishment.

At the close of the year the Principal was appointed by the Government of India to serve on the committee of inquiry into the employment of Indians who have received technical training.

There was no further development of weaving schools in the year under review; the degree of success attained by the schools varies greatly and one of the principal difficulties experienced by all of them is that of securing a wider market for the disposal of the increased production rendered possible by improved methods. The services of a special inspector were dispensed with from 1st February 1912, and the inspection is now carried out by the staff of the Benares weaving school.

Considerable attention was given to the provision of schools for factory children, and generous assistance towards the equipment and maintenance of such schools was rendered by large firms at Cawnpore and Agra.

10. *Oriental studies.*—The number of oriental colleges has risen from 8 to 16, and the number of students in these from 827 to 1,332. The Acharya, Madhyama, and Prathama examinations which had previously been internal examinations conducted by the Principal and pandits of the Sanskrit College without remuneration, were in 1908 made public examinations conducted by a paid registrar, and small fees for the examination were imposed. Since the imposition of these fees the number of students appearing for these examinations has risen from 948 to 1,922. It cannot therefore be said that the study of Sanskrit on traditional lines shows any signs of decreasing popularity. The establishment of a fine Sanskrit library, erected in 1907 in honour of the visit of Their Royal Highnesses the then Prince and Princess of Wales, and the Sadho Lal scholarships, founded in 1906 by Raja Madho Lal, C.S.I., have also done something to encourage the study of Sanskrit on modern critical lines. The Government on its part has not been backward in assistance. An additional Indian Educational Service Professor was appointed at the Queen's College, Benares, in 1910 with a view to enabling the Principal to devote more time to the Sanskrit side of the work; and an assistant professor in the Provincial Educational Service has recently been added to the same college. Nevertheless the condition of Sanskrit studies on other than the traditional lines is not altogether satisfactory. The number of students who take Sanskrit for their degree is relatively small and the Sanskrit teachers in Anglo-vernacular schools are for the most part not qualified to teach the language on modern lines.

The condition of Sanskrit studies is however hopeful in comparison with that of Arabic studies. The Aligarh College, by the aid of a Government grant which provides the whole of the salaries of a European professor and an assistant, has been enabled to maintain a staff qualified to teach advanced Arabic. The Dar-ul-ulum, Lucknow, with the aid of a grant from Government has strengthened its staff and reorganised its teaching so as to combine the prosecution of secular studies with the traditional theological curriculum. But Arabic finds little favour with

University students and the number of candidates appearing for the Fazil and Mulla examinations is small.

A small committee has recently been appointed to consider and report as to the best means for promoting oriental studies and there is reason to hope that as regards Sanskrit at least its investigations will bear fruit.

11. The Lieutenant-Governor notices with satisfaction that the Muhammadan community has recovered in the matter of education some of the ground lost in the decade preceding 1907. The number of Muhammadan scholars has advanced from 111,042 to 134,375 and now forms just under 24 per cent. of the whole school-going population. The advance has been greatest in collegiate and secondary education, partly no doubt in consequence of the tendency of Muhammadans to congregate in towns. In female education there has been a regrettable set back for which it is difficult to assign any definite reason. The Lieutenant-Governor trusts that this will prove to be only a temporary retrogression ; and he hopes that the marked reluctance of Muhammadans to enter the teaching profession, of which there is abundant evidence in the report, will be overcome in time.

12. For the administration of the department during almost the whole of the period under review the Government is indebted to the present Director, Mr. de la Fosse. Though he has no personal experience of the period, the Lieutenant-Governor understands that full acknowledgement is due to Mr. de la Fosse for the care and industry which he has devoted to his task; and Sir James Meston gladly expresses his appreciation of a most interesting and comprehensive report.

ORDER.—Ordered that a copy of this resolution be forwarded to the Director of Public Instruction, for information.

Ordered also that this resolution be published in the *United Provinces Gazette* for general information.

By order of the Hon'ble the Lieut.-Govr., United Provinces,

W. J. D. BURKITT,

Secretary to Government, United Provinces.

Printed and published by F. LUKER, Superintendent, Government Press, United Provinces, Allahabad.

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

UNITED PROVINCES OF AGRA AND OUDH

FOR THE YEAR ENDING 31ST MARCH 1913.

ALLAHABAD:

PRINTED BY F. LUKER, SUPDT., GOVERNMENT PRESS, UNITED PROVINCES.

1913.

PREFACE.

The report has been signed by me as I took over charge before its publication.

C. F. DE LA FOSSE, M.A.,
Director of Public Instruction,
United Provinces.

(The maximum limit of pages fixed for this report is 20.)

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ERRATA.

Annual Educational Report, 1912-13.

Page.	*Details.*
6.	27th line from the top, *for* 4·37 *read* 43·7.
15.	7th line from the bottom, *for* 15 *read* 18.
22A.	Against Secondary Schools—Total, column 30, *for* 084,112 *read* 4,08,112.
,,	Against Primary Schools—Total, column 18, *for* 64,517 *read* 16,475.
31A.	Against Sultanpur, column 9, *for* 140 *read* 1,404.

General Report on Public Instruction in the United Provinces for the year 1912-13.

SECTION I.

PRELIMINARY.

The most important feature of the year's working has been the great advance in primary education which was made possible by the large grants given to boards for opening new schools, reopening old schools closed for want of funds and appointing extra teachers. In order that this advance may continue on sound lines, careful surveys of their districts were made by the inspecting staff and programmes were prepared indicating the places where schools could be opened either immediately or in the near future, the amount of expenditure that would be involved and other details regarding teachers, buildings, &c. It is hoped eventually to provide educational facilities for every boy within a mile and a half of his home, but the attainment of this ideal depends, of course, largely on the extent of the grants that will be available.

Organisation.

The provincialization of the deputy and sub-deputy inspectors, which was dealt with in the last report, came into force during the year. Rules have been framed to define the duties and powers of these officers and to regulate their relations with the district boards and the divisional inspectors. The new system has been working satisfactorily.

Casualty.

By the premature death of P. Kali Dat Dube, Assistant Inspector of Schools, the Department lost the services of a conscientious and experienced officer, who had won the respect of all with whom he had to deal.

Classes of institutions.	1912-13. Institutions.	Scholars on the 31st March.	Average number on the rolls.
PUBLIC INSTITUTIONS.			
University Education.			
Arts colleges ... ... For men ...	32	4,873	4,770
Arts colleges ... ... For women ...	5	51	56
Professional colleges	9	1,299	1,283
School Education, General.			
Secondary schools for boys ... English ...	106	46,956	46,010
Secondary schools for boys ... Vernacular ...	387	46,301	44,169
Ditto for girls ... English ...	55	5,379	5,306
Ditto for girls ... Vernacular ...	18	1,692	1,600
Primary schools for boys ... Upper ...	3,320	2,77,800	2,55,820
Primary schools for boys ... Lower ...	6,838	2,69,734	2,48,071
Ditto for girls ... Upper ...	213	10,511	10,186
Ditto for girls ... Lower ...	795	22,449	20,691
Technical and Industrial Education.			
Training schools for masters	119	1,168	1,163
Ditto for mistresses	18	131	144
Other Special Schools.	111	5,325	5,272
Total, Public Institutions for 1912-13 ...	12,116	6,94,169	6,44,541
Ditto for 1911-12 ...	11,133	6,21,588	5,73,060
PRIVATE INSTITUTIONS.			
Advanced Schools Teaching—			
Arabic or Persian (for boys)	520	11,282	...
Ditto (for girls)	6	51	...
Sanskrit (for boys)	457	9,560	...
Ditto (for girls)	1	42	...
Elementary Schools Teaching—			
A Vernacular only or mainly for boys ...	2,476	40,156	...
A Vernacular only or mainly for girls ...	143	2,393	...
The Koran ... ... for boys ...	1,349	20,032	...
The Koran ... ... for girls ...	113	977	...
Other schools not conforming to Departmental Standards	399	9,636	...
Total, Private Institutions for 1912-13 ...	5,464	94,129	...
Ditto for 1911-12 ...	5,430	90,412	...
GRAND TOTAL FOR 1912-13 ...	17,580	7,88,298	...
DITTO FOR 1911-12 ...	16,563	7,12,000	...

SECTION II.

GENERAL SUMMARY.

Number of institutions and scholars.

There has been an increase of 1,017 in the total number of institutions. The number of public institutions has increased by 983 from 11,133 to 12,116 and of private institutions by 34 from 5,430 to 5,464. The increase in public institutions has largely occurred in primary schools and is attributable to the opening of new schools with the aid of the special grants sanctioned by the Government of India for primary education. The number of scholars of all kinds at the close of the year under report was 7,88,298, an increase of 76,298 pupils, or more than 10 per cent. on the last year's figures. The number of scholars in public institutions has increased by 72,581, while private institutions show an increase of 3,717 scholars only. The percentage of children under instruction to those of school-going age, has gone up from 10·06 to 11·14.

Expenditure.

The total expenditure on education from all sources has risen during the year from Rs. 1,07,92,838 to Rs. 1,21,19,651, *i.e.*, by Rs. 13,26,813. Towards this increase Rs. 10,74,848 were contributed from public funds. The large increase in the expenditure from public funds is chiefly due to the special grants sanctioned by the Government of India for education. The expenditure from fees has also increased during the year from Rs. 20,50,005 to Rs. 23,32,327.

The statement below gives the details of the grants sanctioned out of the Government of India's grant of Rs. 7,20,000.

Object for which grant was sanctioned.	Amount of grant.	Expenditure.	Remarks.
Extra teachers required for district boards' existing vernacular middle and primary schools for boys.	1,53,360	1,45,045	
Opening new vernacular primary schools for boys.	52,510	50,449	
Reopening primary schools for boys which were closed for lack of funds.	29,710	28,701	
Reopening schools, extra teachers and conversion of aided into boards' schools, Benares division.	9,436	9,436	
Initial charges on account of furniture, &c., in connection with the opening of new primary schools for boys and reopening of the schools closed for lack of funds.	28,904	26,143	
Building and equipment of training institutions for primary schools.	1,80,018	40,619	
Education of Europeans and Anglo-Indians.	47,000	47,000	
Technical and industrial education	29,000	*21,929	*Allotments made.
Grants-in-aid to Mrs. Jwala Prasad's girls' school, Shahjahanpur.	1,200	1,200	
Cost of improving the staff of certain model girls' schools in districts.	1,152	1,152	
Non-recurring expenditure in connection with schools for factory children.	5,000	3,883	
Building and furniture grants to aided girls' schools.	21,409	21,409	
Teachers' quarters for the female normal school, Khurja.	10,000	...	Reallotted during 1913-14.
Total ...	5,68,699	3,96,966	

SECTION III.

COLLEGIATE EDUCATION.

The University.

Administration. A Faculty of Commerce has been created to deal with questions relating to the new Commercial Diploma examination which will be held for the first time in 1914. Rules have been framed for the election of ordinary fellows by registered graduates.

Income and expenditure. The expenditure amounted to Rs. 5,26,271 including Rs. 3,45,000 invested in Government promissory notes and Rs. 7,800 contributed towards the cost of the Law Hostel. The income amounted to Rs. 5,21,878 of which Rs. 1,27,975 were derived from fees and Rs. 3,87,400 from Government grant. The actual balance at the end of the year was Rs. 39,237.

Buildings. Convocation was held in the new Senate House for the first time in November 1912 and all meetings of the University are now held in the new buildings. Owing to grants made by the Government of India it will now be possible to complete the scheme of buildings designed by Sir Swinton Jacob.

Examinations. In the Intermediate examination the number of candidates rose by 315; the percentage of passes was 49·2. In the B.A. and B.Sc. examinations the percentage was 39·5 and in the M.A. and M.Sc. examinations 56.

Arts Colleges.

Colleges and students. The number of colleges remains the same, but there has been an increase of 297 in the number of students, for which aided colleges are almost entirely responsible.

Expenditure The expenditure has risen from Rs. 8,56,683 to Rs. 9,15,859 of which 29 per cent. is met from fees. The average cost of educating each student has decreased from Rs. 264 to Rs. 256.

Affiliation. Certain colleges have been extending their activities, chiefly in the direction of science. The Agra College and the Muhammadan Anglo-Oriental College, Aligarh, were affiliated up to the M.Sc. standard in Zoology and Physics respectively and the Meerut College was provisionally affiliated in Biology up to the Intermediate. This last college was also affiliated in Commerce for the Commercial Diploma.

Buildings. As regards the actual college buildings there is little to record in the way of extensions. The increase of numbers has caused a certain amount of overcrowding in some places and additions are to be made. At Bareilly the new lecture rooms and common room came into use. Electricity is already being installed in the Canning College, Lucknow and similar schemes are under consideration for the Muir Central College, Allahabad, and the Agra College.

Hostels. In connection with the provision of hostels there has been more activity. At the Agra College the Hewett Hostel has been under construction. At the Kayasth Pathshala, Allahabad, a separate hostel for 50 students has been provided. From the Government of India grant allotments were made to the Muir Central College, Allahabad, the Meerut College, the Christ Church College, Cawnpore, and the Bareilly College for building new hostels or extending old ones. A gift of Rs. 9,000 from Her Highness the Begam Sahiba of Bhopal towards the Muhammadan boarding-house of the Muir Central College deserves mention.

Oriental Colleges and Classes.

The number of institutions was 16 and the number reading in them 1,303. The number reading in the Sanskrit College, Benares, has risen from 359 to 374. The number of candidates for the Acharya, Madhyama, and Prathama examinations again rose from 1,922 to 2,171. Of these 985 passed. Among the successful candidates were three women, of whom two passed Prathama and one Madhyama.

During the year a committee was held to discuss measures for improving the study of oriental languages. As a result of its recommendations two Inspectors are to be appointed, one for Sanskrit Pathshalas and the other for Arabic Madrassas. These Inspectors in addition to their work in connection with the Madrassas and Pathshalas will endeavour 'to get into touch with teachers of renown who give instruction in their own houses to a few

scholars' and will be expected 'to encourage scholars engaged in original work and offer advice and assistance to enable them to widen their horizon and produce really useful and scholarly work.' Practical measures of relief in the form of grants-in-aid and scholarships are also being considered.

Law Schools and Classes.

The number of classes has fallen from five to four on account of the closing of the class at St. John's College, Agra. The number of scholars has risen from 559 to 676. There has been a large increase of 76 in the University School of Law, Allahabad, which now has 380 students on its rolls. Increases of 28 and 20 are also reported from the classes attached to the Agra and Meerut Colleges. The examination results were satisfactory. For the final LL.B. examination 400 candidates appeared and 307 passed and for the previous 457 appeared and 301 passed. The University Law School has been moved from the Muir Central College to the old building formerly used as the office of the Registrar and lectures are delivered there and in the Senate Hall. Students have been accommodated in rented bungalows pending the construction of hostels, which form part of the scheme of University buildings referred to above. The high reputation which the school has acquired is evidenced by the large number of applications for admission that are received not only from these provinces, but from all parts of India.

Thomason Engineering College, Roorkee.

The number of students has fallen from 412 to 369. A small committee was formed during the year to consider the question of bringing the entrance examination more into line with the examination of the Allahabad University and recommendations have been forwarded. The question of the falling off in the recruitment of Europeans for the engineer class has also been considered. The removal of the automobile class to Lucknow has been delayed for financial reasons, and in consequence a class was formed here at the last moment. This probably accounts for the decline in the numbers from 31 to 15, as the Principal reports that no difficulty is experienced in securing candidates with mechanical training. In the department of technology practically no students of the class for which the higher division was formed have come forward for admission, and proposals for reorganisation have been made. In the lower division very good reports have been received regarding the apprentices. Active steps have been taken to put the textile department into complete working order as soon as possible. The machinery presented by the Muir Mills Co, Cawnpore, has already been erected and extensions have been made to the new shed to accommodate the large amount of machinery that has been forwarded from England. Generally speaking the college appears to have had a successful year.

King George's Medical College, Lucknow.

At the close of the financial year there were 54 students in the college of whom three were women. Twenty-six scholarships of amounts varying from Rs. 30 to Rs. 10 were held by students during the year.

One hostel for men students was occupied. The second hostel and the hostel for women have not yet been opened, but arrangements for the accommodation of women students were made in the nursing home. The buildings of the college are complete and no important alterations were made. Great progress is reported in the buildings of the hospital connected with the college, the out-patient department building having been completed by March 31st.

Medical examinations.

In the preliminary scientific examination held in September 1912 for the first time 30 candidates were registered, out of whom 20 passed. In the first M. B., B. S. examination, which was held for the first time in June 1913, but which concerns the work done during the year under report, 26 candidates appeared and 19 passed.

SECTION IV.

SECONDARY EDUCATION.

Schools and scholars.

The total number of secondary schools for Indian boys is 563. There has been an increase of two high schools, four English middle schools, and twelve vernacular middle schools. The number of pupils reading in these schools, has gone up from 87,989 to 91,357. More than half of this increase is to be found in anglo-vernacular schools. There has been a further increase of 761 in the numbers reading in the high section. A well equipped vernacular secondary school for better class boys paying high fees has been opened by the Benares Municipality and is reported to have been very successful.

Expenditure.

The expenditure on anglo-vernacular schools has risen from Rs. 15,97,847 to Rs. 17,25,059. Of this expenditure about 42 per cent. was met from fees, the average cost of educating each scholar being Rs. 39·5 and the amount paid in fees Rs. 16·7. The percentage is slightly lower in Government schools where each scholar costs Rs. 51·7 and contributes Rs. 20·5. The expenditure on vernacular schools has gone up from Rs. 4,40,441 to Rs. 4,72,736, the contribution from fees being about one quarter of this amount. The increase is due mainly to the appointment of additional teachers and the opening of new schools. The establishment of Upper Primary, Lower Middle, and Upper Middle scholarships in anglo-vernacular schools has caused an advance in expenditure under scholarships.

Matriculation examination.

The total number of male candidates that appeared from the United Provinces at the examination was 2,035, an increase of 42 over last year. The percentage of passes shows some improvement, being 37 as against 35, but the number passing in the first and second divisions has declined. State schools were the most successful with a percentage of 52 as compared with percentages of 37 and 26 in aided and unaided schools. Private candidates as usual did badly; out of the 216 candidates that appeared only 17 passed.

School Leaving Certificate examination.

The number of candidates admitted to the examination was 1,421, an increase of 225 over last year's figure. The percentage of passes was 4·37. Thirty-eight passed in the first division and 565 in the second division. Four candidates appeared in optional subjects only. Of the eight optional subjects Persian and Science are of almost equal popularity. Sanskrit stands third but with two hundred fewer candidate, than either of the first two. A full report of the examination has already been published.

Vernacular Final examination.

The number of candidates continues to increase. This year 10,314 appeared, of whom 346 were from the neighbouring States. The percentage of passes from schools under public management was 58·9, from aided schools 48·02 and from other schools 43·18. In the case of private candidates the percentage was only 33·78. The examination is reported to have been properly conducted and the quality of the work is said to have improved.

Staff.

In anglo-vernacular schools there is still a considerable shortage of trained teachers. The need for providing extra facilities for training has been recognised and it is therefore hardly necessary to quote figures in support of this statement. The Rohilkhand division with 49 trained teachers out of 313 and the Gorakhpur division with 14 out of 103 may be taken as examples. In aided schools the number is very small indeed. The Inspector of the Lucknow division notes further that out of 88 English teachers in Government schools there are still 38 who have passed only the Matriculation. In many aided schools the pay of the teachers has been improved. Towards this improvement a grant of Rs. 60,000 was made by the Government of India and was distributed amongst 67 schools.

In vernacular secondary schools the position is much more satisfactory. In the Agra division all the teachers are trained and in the Meerut division there are only four untrained teachers. Some other divisions are not quite so well off, as for example Benares with 222 trained teachers out of 258. With the help of grants district boards were able to add language teachers in several schools. There are still some districts in which the minimum pay prescribed has not been reached.

Buildings, Anglo-vernacular schools.

At the commencement of the session there is almost always a general outcry that many boys are wandering about vainly searching for vacancies. Undoubtedly there is some justification for this complaint as regards the high section, but very careful investigation is necessary before it can be accepted that any genuine demand for admission into the lower classes is not being met by existing schemes

of expansion. The refusal by the headmasters of the better schools to admit boys into classes for which they are not fit helps to some extent to make the situation appear worse than it is.

Much has been done to improve the accommodation during the year. As regards Government schools new buildings have been completed at Budaun and Orai. Extensions have been carried out at Saharanpur, Lakhimpur, Partabgarh and Jaunpur. Projects for new buildings and extensions have been prepared for several schools, the majority of which will be taken in hand this year. Science blocks have been added at Bareilly, Ballia, Ghazipur and Fyzabad. Incidentally it may be noted that the addition of such separate blocks improves the general accommodation by rendering the rooms formerly used for science available for ordinary class purposes. Amongst aided schools there has been much activity. New high school buildings have been in course of erection in Lucknow city for the Reid Christian Collegiate School, Aminabad School and the Kali Charan School and in Allahabad for the City Anglo-vernacular High School. In several schools additional class rooms have been added. Towards the close of the year a grant of Rs. 3,80,000 was sanctioned by the Government of India for the improvement of aided schools and was distributed amongst 35 schools for the construction of new buildings and for extensions. This money will actually be utilized during the present year.

Vernacular schools.

As was remarked last year, the condition of vernacular school buildings varies in the different districts. In almost every district extensions are required and in several cases new buildings will be necessary. District boards are, however, doing what they can to improve the accommodation.

Hostels. Anglo-vernacular schools.

Out of the Government of India grant for hostels Rs. 90,150 was allotted to the Seth Jai Dayal High School, Biswan, St. John's Collegiate School, Agra, and the Government High Schools at Moradabad, Ghazipur, Fatehpur and Hardoi for extensions or new construction. The Muhammadan hostel at the Government High School, Meerut and the new hostel at the Jubilee High School, Lucknow came into use. New hostels were built for the Government High School, Saharanpur, and the Church Mission High School, Lucknow. The whole question of providing suitable hostel accommodation has been receiving full consideration and projects are either being already carried out or are under preparation.

Vernacular schools.

The hostel accommodation remains extremely unsatisfactory and it is needless to repeat the criticisms of the inspectors which bear a strong resemblance to those made last year. Something has been done by the boards, but they will need considerable help, if any rapid advance is to be made.

SECTION V.

PRIMARY EDUCATION.

Schools and scholars.

The number of schools of a public character for Indian boys has gone up by 900 and now stands at 10,151—of these 6,120 are managed by district or municipal boards. The number of scholars reading in these schools has risen by 67,016. The advance has been general over the whole province. In some districts the numbers have increased by over 2,000, while increases of 1,000 have been by no means uncommon. Only three districts, Bijnor, Jalaun and Sitapur, show decreases, all under aided schools. It is stated that in Bijnor the aided school figures have long swollen the educational statistics and have put the district in a somewhat false position, but that aid has not been stopped where there still remained any reasonable justification for its continuance. However there does not seem to be any very good reason for a decline in these districts.

Expenditure.

These increases have been made possible by the large grants enumerated in section II for opening new schools, reopening old schools closed for want of funds and appointing additional teachers. The result has been an increase in the expenditure on vernacular primary schools under district and municipal boards of Rs. 1,82,565. The expenditure on aided schools increased by Rs. 36,604.

The total expenditure on State and aided vernacular primary schools for boys amounted to Rs. 18,09,125.

Upper and lower primary stages.

The importance of providing every boy with facilities for extending his education beyond the lower primary stage is unquestioned and with this end in view boards have been endeavouring, as far as funds permitted, to add upper primary classes to the more flourishing lower primary schools. During the year these classes have been added in 353 schools. This increase may appear small, but progress must necessarily be somewhat slow. It is of course largely a question of funds, but a further difficulty lies in the shortage of suitable teachers and we cannot hope for any rapid advance until the new training classes have been opened and the teaching profession has been made more attractive by an improvement in pay and prospects. Aided and unaided upper primary schools have again declined this year by 27 and 6 respectively. In all they only amount to 359 as against 2,942 managed by district and municipal boards.

The total number of scholars reading in upper primary schools for Indian boys is 2,77,620 as against 2,37,265 last year. The large increases in scholars attending primary schools have naturally taken place in the lower classes with the result that, while there has actually been an appreciable increase in the numbers reading in upper primary classes, the proportion between upper and lower primary scholars has been adversely affected in many districts. This is, however, not universally the case, as for example in the Fyzabad and Rohilkhand divisions where the percentages have increased from 10·9 and 9·8 to 11·5 and 10·1.

Aided schools.

The number of aided schools has increased by 187 in spite of the conversion of a large number into board schools. As usual there is a wide divergence of opinion as to their utility. The Primary Education Committee, whose report has not been published at the time of writing, have examined a large amount of evidence on this point and will no doubt indicate the line of policy that is to be pursued. The system of obtaining from the villages an amount equivalent to the aid given by the board has been adopted in more districts this year. In the Meerut district 23 villages maintain schools on this "guaranteed" system and the Chairman remarks that such schools are popular with subscribers who take more interest in them than in schools of other kinds.

Supply of teachers.

Grants were given during the year to enable boards to engage additional teachers, but the supply is still very inadequate. The Chairman of the Agra District Board writes as follows on this point:—"Though fifty extra assistant teachers were appointed, the need of additional assistants is keenly felt especially in municipalities. In some of the schools the number of scholars has risen so high that with the present staff of teachers it has become impossible to impart instruction efficiently." In the report of the Aligarh Board it is noted that employment could be found in the existing schools for a considerably larger staff if funds were available. The same is the case everywhere and funds are required

for this purpose perhaps more urgently than for the opening of new schools. As one Chairman remarks:—"It is the slowness of education, more than anything else which militates against its popularity, but this slowness must continue as long as one teacher is responsible for four classes of which the lowest consists of boys at various stages of instruction, all requiring individual attention."

The number of trained teachers has increased, but owing to the appointment of extra teachers in new and existing schools their percentage has not improved very considerably. The Meerut and Lucknow divisions with 44 per cent. and 43 per cent. for district board schools represent the position at its best, but in the Rohilkhand division the percentage is as low as 35. This state of affairs should shortly be remedied by the opening of new training classes. The minimum pay of teachers has been improved in several districts, but the prospects are poor and grades carrying higher salaries are very few. There are still too many districts in which the minimum is Rs. 8.

Buildings.

Out of their own resources and from the Government of India grant Boards were able to improve their accommodation to some extent, but much still remains to be done. Even in the Allahabad division, where most of the board schools appear to have buildings of their own, sufficiency of accommodation is said to be the exception rather than the rule. Other divisions are not nearly so well off as regards the number of State buildings, *e.g.*, in Meerut the percentage is 50 and in Rohilkhand 57, and many of these have now become too small.

Efforts have been made during the year to design a building which shall be lasting without being unduly expensive. The Meerut District Board prepared a plan for a school of 50 boys which works out at Rs. 1,080 according to the rates prevailing in that district. This is comparatively costly, but is expected to be economical in the long run. This design was circulated to Chairmen to assist them in evolving the type of building most suitable to the resources and needs of their districts. It is pleasing to be able to record instances of private munificence. In three villages of the Jaunpur district local *raises* bore the cost of providing good buildings for the board schools, at one village in the Hardoi district the *zamindars* contributed half the cost of a new building and three buildings in the Bulandshahr district were erected for aided schools by their managers. No doubt there are other cases which have not been reported.

General.

Evidences of the genuineness of the demand for education come in from all sides. The Chairman of Bareilly after an absence of five years from district work testifies to an undoubted improvement in keenness for the education of children of both sexes. The Chairman of Bulandshahr in commenting on the gifts of buildings, &c., writes:—"While these and other instances of munificence constitute in the aggregate an appreciable help to the board in its efforts to improve the condition of primary education in the district, they have an even higher value as indications of the spirit of appreciation and devotion to the cause which is abroad." It is stated that the enrolment in the Lucknow district could be doubled in a very short time, if funds were available. In the Aligarh district at least 200 applications have been received for new schools, but the Chairman is by no means carried away by this rush of enthusiasm. "Many," he writes, "are from places where the zeal of the people is likely to be short-lived and where the schools, if opened, would probably dwindle down to a few of the high caste boys of the village. It therefore behoves the board to follow a prudent policy in opening new schools and to temper the newly created ardour of the people with discretion, if a waste of public money is to be avoided." As an illustration of what can be done, an extract from the Lucknow District Board report may be quoted:—"The most important and successful experiment tried is the opening of numerous schools on the Harauni side, the most backward part of the district. There are now eleven schools within a radius of 4 miles from Narainpur school and all of them are doing well. Objections were at first raised about the multiplication of schools in this small area, but on the representation of the Deputy Inspector of Schools, the board allowed the experiment to be tried and it has proved a success. The percentage of scholars to school going male population has gone up to 45. A healthy competition has now been created and every teacher has to exert himself to keep up his school." Generally speaking the progress made has been considerable and all concerned can look back on the past year with satisfaction and can look forward to the future with confidence.

SECTION VI.

TRAINING INSTITUTIONS.

Training College, Allahabad.

The number of students under training during the year was 34, an increase of 8 over last year; of these 5 were women, for whom facilities for practical training were provided in the Girls' High School. It is satisfactory to be able to record a considerable increase in the number of Muhammadans. The qualifications of the students show some improvement, but even so the large majority are only third class graduates. An increase in the stipends has been sanctioned in the hopes of attracting a better class of graduate, but, as the Principal remarks:—"We cannot hope for any marked change in the quality of our recruits, until the teaching profession is made a more attractive career." The decrease in the number of B. Sc. students is to be regretted, as the demand for well qualified science masters much exceeds the supply. The result of the L.T. examination was satisfactory, the report of the examiners on the practical side being particularly favourable.

Training College, Lucknow.

The number of students on the rolls at the end of the year was 51, of whom 32 were in the final class and 19 in the preparatory class. Of the final class students 11 had passed the Intermediate, 17 were teachers with over three years' experience and the remaining four had passed the School Leaving Certificate or the Matriculation examination.

A grant of Rs. 5,942 was given for certain improvements in the building. A special grant of Rs. 2,548 for furniture and equipment was spent on museum fittings, science apparatus, manual training tools and class room furniture. The examination results were satisfactory. The practical work was generally good. The examiner notes in particular the almost complete absence of self-consciousness on the part of the students which he attributes to the periods of teaching in different schools under different observers and also to the fact that during those periods they have been made responsible for the classes under their charge. There is still room for improvement in the students' grasp of the theoretical side of their training. The addition of a large field to the college premises for use as a playground has removed a much-felt want and has added to the facilities for a proper physical training.

Training institutions for mistresses in European schools

Thirteen candidates presented themselves for examination, eight from the All Saints Diocesan College, Naini Tal, and five from the Woodstock College, Mussooree. The standard of practical work is still not as high as it might be, although there has been considerable improvement, and in both colleges an attempt has been made to carry out the recommendations of previous years. One student passed in the first division, six in the second division and five in the third division.

Normal schools for masters.

Of the 240 candidates that appeared from the six normal schools for the Vernacular Teachers' Certificate examination 196 passed, 127 being placed in the first division. The percentage is lower than last year chiefly owing to the increase in the number of failures from the Agra centre. The Moradabad school, although not obtaining such a high percentage of passes as the Lucknow school, showed the best work, as 33 of their candidates succeeded in obtaining first class certificates. A general improvement is reported by almost all the examiners, which is attributed to the gradual raising of the standard during the last few years.

It has been decided that the Lucknow Normal School is not to be removed to Sitapur. The uncertainty as to its destination has led to the postponement of improvements which are now to be taken up. Extra normal schools are shortly to be opened in order to meet the increased demand for trained teachers.

Training classes.

The number of training classes rose during the year from 109 to 112, owing to the opening of two new training classes in the Kheri and Moradabad districts and one in Bareilly for the municipal schools. At the final examination 690 appeared and 590 obtained certificates. All the pupils with the exception of 21 were Middle passed men. The necessity for more training classes has been fully recognised and towards the close of the year Rs. 1,80,018 were sanctioned for the

opening of 101 extra classes, a large number of which will start work this year. Generally speaking the quality of the work done is reported to be good, but one Chairman complains of their tendency to produce a lifeless uniformity in method, and the Inspector of Rohilkhand is of opinion that the men on return to duty are apt to honour the methods taught in the breach rather than the observance. He ascribes this defect to the practice of placing a few boys under each pupil teacher for a few hours a day and proposes to remedy it by placing the practising school under the sole charge of the pupil teachers. This system has been followed with success elsewhere and is obviously a more useful form of training as it introduces the teachers to conditions more nearly approaching those under which they will subsequently work.

The experiment of increasing the number of pupil teachers in each class from six to eight has been tried in the Gorakhpur district with success. It is understood that the Primary Education Committee are considering the advisability of recommending this increase for all classes.

Training institutions for mistresses in Indian schools.

There are nominally classes for Entrance passed students at the High School, Agra, and at the Isabella Thoburn College, but there have been no students at Agra this year and only four in the 2nd year class and one in the first year class at Lucknow. This decrease in numbers is put down partly to the great demand for teachers, which induced girls to begin teaching directly after passing the Entrance, and partly to the College course proving more attractive. At the same time the Chief Inspectress reports that the managers of Mission schools in Dehra Dun and Allahabad are confident that they can persuade their own girls to stay on to be trained and are opening classes for that purpose. For the vernacular certificate students are trained at the Normal School, Lucknow, and at four of the larger Mission schools. The total number in these classes is slightly on the increase, but the outturn is wholly inadequate and practically speaking the non-Christian schools have to depend entirely on the half dozen students coming from the Lucknow School. There is said to be promise of a steady but slow increase in the number in this school. One serious drawback pointed out by the Chief Inspectress is that students now ready for the training course are often so young as to be unsuitable for responsible posts on its completion.

Training classes for the lower primary certificate are attached to seven of the model schools and an extra class is shortly to be opened at Jhansi. None of the classes are full owing in some cases to the difficulty of recruitment and in some to the amount of preliminary study required by the only students available. Up to the present only seven students have passed out from these classes, but nevertheless the beginning made is considered to be not discouraging. In addition to these Government classes there have been others at aided or board schools, as for example the Muhammadan School and the Kanya Pathshala, Meerut and the Central Training School, Benares. The work and organisation of these classes is reported to be not methodical and the Chief Inspectress expresses a doubt as to whether any of the present aided schools, other than those of the Missions can do effective work in training teachers.

SECTION VII.

TECHNICAL AND INDUSTRIAL EDUCATION.

Organisation.

The Director of Industries went on leave in June 1912 and subsequently resigned. No appointment has yet been made, but in the meantime Mr. B. C. Burt of the Agricultural Department has been officiating.

Government technical schools.

Something has been done towards furthering the scheme for the Technological Institute at Cawnpore. The building for the combined library of the Agricultural and Industries Departments has been completed, but the transfer of the books from the Industries library awaits the return from leave of the officer in charge. The Assistant Technological Chemist has worked in the laboratory of the Cawnpore Woollen Mills throughout the year through the courtesy of the management. Projects for various buildings have been submitted.

The technical schools at Lucknow and Gorakhpur have been doing good work. The Lucknow School is now thoroughly equipped, with electric light and fans and as a result it has been possible to open the machine shop for evening students from the beginning of March. At Gorakhpur a new steam engine has been installed and some much-wanted additional lathes added. The Officiating Director of Industries notes as a satisfactory feature in both schools the amount of work done by the schools themselves in fitting up new machinery. He writes that at Lucknow the whole of the electric wiring has been carried out by the school, which has also made the greater part of the physical and mechanical apparatus required for lecture and demonstration work, single sets to serve as models alone being purchased. The attendance at the night schools has been satisfactory with the exception of the night class for Europeans at Gorakhpur amongst whom a lack of keenness has been noticeable. Enquiry is being made into the causes of this unsatisfactory state of affairs.

The Carpentry School at Bareilly opened on August 1st, 1912, with 33 students in the junior class and 20 in the artisan class. The introduction of fees and a reduction in the number of scholarships resulted in the withdrawal of some of the pupils, but as the best students remained this is regarded as an advantage. The work of the school is purely technical, instruction being limited to practical carpentry with the necessary amount of drawing and the calculations involved in making estimates. Work to the value of Rs. 15,600 is being executed in the school. The headmaster reports that the average student in the carpentry class is capable of turning out at an equal speed work superior to that of the local manufacturers. Public interest in the school is said to have been aroused.

The School of Arts and Crafts, Lucknow, is attracting a large number of scholars, as many as 173 appearing at the entrance examination at the beginning of the session. The number of pupils in the school on March 1st, 1913, was 74 of whom 56 were receiving scholarships. The Principal reports favourably of the invention, artistic ability and aptitude of the boys attending design classes. Various proposals for extending the activities of the school have been under discussion.

Employment of boys

The question of the employment of students after completing their course has only arisen up to the present in the case of the Technical School, Lucknow. It is gratifying to learn that all the students who passed out from the mechanics class have secured employment in Cawnpore firms. The Principal of the Gorakhpur School has been making enquiries with a view to providing for the first batch of students who will complete their course this year and reports that various firms have expressed their willingness to take them. The Officiating Director of Industries sums up the position as follows :—

"All these institutions are comparatively young, but there has been a general improvement in the standard of instruction given, the staff has been considerably strengthened and the equipment improved. The Principals of the various institutions have, as far as time permitted, visited commercial concerns with a view to finding openings for passed students and ascertaining commercial requirements. For some time at least they will all have to devote a considerable amount of attention to the training of their staff and this will in some cases impose a limit on expansion for the present."

Aided industrial schools.

Eleven schools are shown in the returns. There is nothing particular to note about them. An account of the purposes for which they are maintained was given in last year's report.

Weaving schools.

The only Government institution is the Experimental Weaving Station, Benares. It has been hampered in its work hitherto by unsuitable buildings and equipment, but these defects are in the course of being remedied. The head master complains that the majority of the boys are of non-weaving classes with the result that considerable time has to be spent on certain elementary practical instruction which would not be necessary for boys of the weaving class. One reason for the difficulty in obtaining boys of this class is said to be the high premium which is paid in the form of an advance to the parents by the weavers of Benares to secure boys for the factories. During the year the headmaster and his staff have undertaken the inspection of the district weaving schools owing to the absence of the permanent Director of Industries. This has to some extent limited the time available for experimental work, but the headmaster has made some experiments on the improvements of sizing in country weaving and some preliminary work in connection with the eri-silk industry has been taken up. Better results are expected during the next session owing to the improved conditions under which the school will work and on account of the increase of local interest.

The condition of the aided weaving schools is not very satisfactory. In most of them the instructors are somewhat incompetent and sufficient effort has not been made to keep in touch with old pupils. The Officiating Director of Industries notes that the number of improved looms purchased by ex-students and now lying idle is a severe comment on the present state of affairs. The Moradabad weavers gave as the reasons for this abandonment of new looms, that the *kharga* loom requires fewer repairs and renewals than the Serampur loom and that the women, who give considerable assistance with the *kharga*, are unable to assist much with other looms. Further the length of the training has not been sufficient to make the men thoroughly conversant with their use. To remedy this the Deoband School are arranging a 12 months' course. The Hewett School at Bara Banki is the largest and has turned out a considerable amount of work, the sales amounting to Rs. 7,672 or nearly half the total expenditure. The manufacture of eri-silk cloth from mill spun yarn has now been taken up. The committee of the Tyler School, Shahjahanpur, have recently appointed a qualified manager who has passed the London City and Guilds examination and has five years' factory experience, and a more ambitious course is being attempted including winding, warping, sizing and the finishing of the cloth as well as weaving, the object being to make the men more independent of outside help on leaving the school. The Sandila School, though small, is doing better work than most of the others. The Almora School was to have been closed for inefficiency, but has now been given a fresh start as an aided school under a strong committee. The quantity of the work done in the Hewett Zenana School has been too poor to allow of its ready sale. The Officiating Director of Industries comments as follows :—"This institution is avowedly intended to train women to produce work of commercial value and if the standard of work is so low that much of it is unsaleable, it is obvious that it is not fulfilling its purpose." The appointment of a European Lady Superintendent and the order prohibiting the admission of girls under twelve are expected to effect some improvement. A *zenana* class has also been started at Shahjahanpur. Hosiery appears to be increasing in popularity. For all schools the visits of the staff of the Experimental School, Benares, have produced beneficial results, but the Director of Industries is of opinion that much more might be done by the committees both in connection with the actual working of the schools and in keeping in touch with past students.

Commercial classes.

Commercial classes are maintained at St. John's College, Agra, the Reid Christian College, Lucknow, and the Meerut College. The Reid Christian College also maintains a normal department for the training of commercial teachers. The Principal of the Meerut College reports that the numbers attending the business department have increased considerably and that the standard of work has improved.

Agra Medical School.

The number of students decreased from 326 to 287. Of the 65 male students who appeared in the final examination 29 passed. Of the remainder 27 have been

remanded to their studies for another year and nine have been recommended for removal. Twenty female students appeared in the final examination of whom 13 were successful. The enforcement of the rule requiring 75 per cent. of attendance at lectures, demonstrations and ward work is reported to have had an excellent effect. Quarters for the Dufferin nurses were completed during the year.

SECTION VIII.

Female Education.

Schools and scholars.

The total number of institutions for Indian girls has risen from 1,265 to 1,348 and the number of scholars reading in them from 40,715 to 42,051. There are in addition 12,521 girls reading in boys' schools. The total increase of girls under instruction is 1,479, almost entirely accounted for by primary schools. There have, however, been small increases in the higher class of school. The number of private institutions has risen, though the numbers reading in them have decreased. Progress is slow, but the problem of finding teachers, which is the main barrier in the way of a more rapid advance, still remains as acute as ever.

Expenditure.

Out of the Government of India's special grant Rs. 31,409 were allotted for non-recurring charges and Rs. 2,352 for recurring expenditure as detailed in section II. The total expenditure rose by Rs. 24,540 and now amounts to Rs. 4,61,803. District boards are responsible for about 40 per cent. of this increase.

Collegiate education.

The Isabella Thoburn College, Lucknow, is the only institution of its kind in these provinces. The enrolment in the college department has gone up from 30 to 38, of whom all but four are boarders—of these boarders, one was a Hindu, two were Muhammadans, twenty-two Indian Christians and nine Europeans. The most noteworthy feature of the year's work has been the increase in the number of students in the science department. One student has been attending the science classes of the Reid Christian College in preparation for the B. Sc. examination. Three others who had completed a special course in science in the Intermediate classes were admitted to the King George's Medical College in October. Ten others have been following the Intermediate course in science during the year, of whom two will enter the Medical College this year. The Principal also notes an unusual amount of enthusiasm for reading outside the ordinary courses. Altogether the college appears to have had a prosperous year. A new hostel has been built and a very fine new school building which will accommodate about 300 pupils is nearly completed.

Secondary education.

The number of anglo-vernacular schools has increased by one owing to the conversion of the Mission Vernacular School at Aligarh. They now total 32 of which 5 are high schools. Their progress is evidenced by the increased number sent up for the various examinations. The Kanya Pathshala, Dehra Dun, is a good example of the value of the personal supervision of the manager and the general training given to the girls is said to be excellent. The Partab Singh School at Moradabad also deserves special mention. The Mission schools continue to do good work. The high section which was opened two years ago at the Methodist Episcopal Mission School at Meerut to provide a simpler and less costly style of training is still in the process of development. An interesting experiment is being tried in Agra, where a well equipped and well staffed school has been opened in connection with the St. John's College in the hope that the sisters of students will be induced to read there; the beginning made promises well, as already there are enrolled some older pupils of a class usually unwilling to attend schools. The total number of vernacular middle schools is 18, as against 17 last year. The number of scholars reading in them has risen from 1,577 to 1,692, but of these only 125 are actually in the secondary stage, as these schools always contain large primary sections.

Examinations.

The Isabella Thoburn College sent up two candidates for the B.A., one of whom was successful. In the Intermediate 10 passed out of 12. In the Matriculation examination 32 girl candidates appeared and 18 passed, a considerable improvement on last year when only 5 passed out of 15. In the Anglo-Vernacular Middle the number of candidates rose from 146 to 167, of whom 110 were successful. There is reported to be a general improvement in the standard of work done in this examination.

In the Vernacular Final examination 27 passed out of 65. This gives a percentage of 41, which is below the average for the whole examination, but compares favourably with the last year's result.

Primary education. Model schools.

Of the 61 model or Government schools 15 are lower primary, 40 upper primary and 6 are classed as middle. Except in the case of Lucknow these so-called middle schools are only distinguished from upper primary schools by a small and somewhat weak middle section. Few girls can be retained beyond the upper primary stage, although there is a decided desire on the part of a certain number to continue their studies. There is a model school at the head-quarters of each district except Mirzapur, Cawnpore, Saharanpur and Meerut. At Mirzapur a request has been made for the opening of a model school and the matter is still undecided; at Cawnpore one was opened but with inadequate equipment and was closed again, as there were many other better schools in the town; there still seems to be room for one, if it is properly staffed, and its reopening is now under consideration; at Meerut there was a school for a time in very fair working order, but its place was taken by the Kanya Pathshala and it was therefore closed; at Saharanpur the existing schools met the needs of the town. At the head-quarters of one or two districts there are two model schools, one for Hindus and one for Muhammadans, and in two other places at least there is a desire for a second school to serve the Muhammadan community. A question of policy is involved here, about which some doubt is felt, but as a practical matter it is usually simpler and more conducive to harmony to have separate schools. Hindu girls invariably wish to learn the Nagri and Muhammadan girls the Persian character, so that a separate classification and double staff are necessary in any case, few mistresses capable of running a joint class being available. Exceptional cases, it is true, may be found as at Shahjahanpur and Sitapur where successful Muhammadan sections have been opened in schools so far Hindu.

The need for new buildings is pressing in some schools, but a considerable number are fairly well housed.

Board schools.

There are 341 district board schools, of which 64 reach the upper primary stage. The enrolment in these schools has increased by 1,519. The number of schools maintained by municipal boards has decreased by 7. The majority of Chairmen are somewhat pessimistic on the subject of female education. Such phrases as "nothing but stagnation to record", "female education not yet a living question" and "general apathy prevails" are not uncommon in their reports. A certain number however are more hopeful. The Chairman of Benares writes:—"Female education is still a delicate plant, but there are not lacking signs that it is becoming more popular and if money is available I feel sure that a perceptible advance will be possible in this district." The Chairman of Etah also considers that female education is making headway. All are agreed that the one great bar to progress is the want of competent teachers. The Chairman of the Bijnor Board describes the state of affairs as follows:—"The female teachers available are generally inefficient and not qualified for their work. The male teachers are also lacking in industry. They are generally superannuated teachers of boys' schools and their chief object in life is usually the avoidance of anything involving labour or exertion." The superannuated teachers do not perhaps deserve such severe condemnation. In many places they are doing good work. The Chairman of Etawah urges the wider employment of such teachers as being more efficient than female teachers. His review of the general situation is of interest. He writes:—

"I would venture to urge that the genuine progress of girls in their studies is one that has a great deal to do with the popularity or otherwise of girls' schools. The sight of his neighbour's daughters going for several years to school, and learning little or nothing naturally leaves a peasant or a shop-keeper under the impression that his neighbour is a foolish faddist, but let him know that his neighbour's daughter is passing standard after standard as quickly as his own son and has perhaps—as occurred two years running in the Etawah district—out-distanced all the boys of the district in some particular branch, and the spirit of emulation is aroused, people beginning to think that other people's daughters are drawing ahead of theirs and that it is time to bestir themselves for their own daughters' advancement."

No doubt he would agree that competent female teachers would be better, but until they are available, the free employment of competent male teachers would seem to be the only solution. Normal schools and training classes are doing what they can for the supply of female teachers but progress is necessarily slow. The Pilibhit board report very satisfactory results from the payment of Rs. 2 to the tutors of female teachers for the purpose of improving their qualifications. In the Aligarh district some of the boys' school teachers are

endeavouring to instruct their wives with a view to their taking employment under the board, but the result so far is not very encouraging. A large number of places have been suggested for new schools, but the dearth of teachers and in some cases lack of money stand in the way. On this latter point the Chief Inspectress writes as follows:—"This lack of funds for girls' schools is the constant complaint of Deputy Inspectors; in many districts they say that but for this they could open a considerable number of new schools. At the same time they sometimes forget that not only money for the salaries, but also teachers to receive them are needed and often the latter would not be forthcoming. There are also cases where boards would provide funds, if only a teacher could be found."

Aided schools.

Amongst the more prominent aided schools is the Balrampur Girls' School, which has a large number of Hindus and Muhammadans on the rolls, and has the prospect of shortly becoming a middle school. The Jwala Prasad School at Shahjahanpur has made a very promising beginning. Other less prominent schools which are doing good work are the Kanya Pathshala, Muttra, and the King Edward School, Saharanpur. Amongst Muhammadans there appears to be less enterprise, but the problem is more difficult owing to the rigidity of their *pardah* system. To meet this difficulty at Meerut the Board have provided two hand carts and five *dolis* for the use of the Muhammadan girls' school. The Aligarh Muhammadan girls' school is still an aspiration rather than a reality; but great results are anticipated by the managers when once the hostel is ready for boarders. During the year a very promising beginning has been made for a boarding school for high class Muhammadan girls in Lucknow; it is under the auspices of Saiyid Karamat Husain, who has brought the Muhammadan boarders from the Crosthwaite School to form its nucleus. Both the number of pupils and the generosity of the contributions show that it appeals to the community.

There are a certain number of schools entirely dependent on grant. Occasionally they succeed in teaching a few children their letters and numbers, but seldom any more, and more often they are merely nominal. In one of such schools the teacher was found reading the *Koran* on a *charpai* and the children when summoned seemed to have gathered their few fragments of knowledge from an energetic little girl who was herself in section A. Where the sole income of the school is a grant of Rs. 5 to Rs. 8 the scanty results are not suprising.

Visiting governesses.

From only three of the ten places where visiting governesses were employed has any favourable report been received of the work done. The failure of the system is ascribed by the Chief Inspectress to the poor qualifications of the women employed and lack of energy in the pupils. On the other hand she notes that the expenditure needed to secure satisfactory qualifications would be great and would only be justifiable if a good proportion of it were covered by fees.

General.

There has been some progress, but it has not been great and the outlook is not very hopeful. The problem of finding teachers is very difficult and cannot be satisfactorily avoided by the admission of girls to boys' schools, which is strongly advocated from the Agra division. There are signs, however, of an increasing interest on the part of the general public in some parts of the provinces, and if this interest is extended, the prospects must improve.

SECTION IX.

EDUCATION OF SPECIAL CLASSES.

Europeans and Anglo-Indians.

The total number of separate institutions has decreased by one owing to the closing of the St. Joseph's Middle School, Meerut. There has been an increase of two in the number of special schools or classes attached to regular schools for additional training of some kind. The total average enrolment is 4,780 which constitutes a net increase of 42 over last year's figures. The Inspector considers this to be satisfactory, but notes with some concern a decrease of seven in the number of women candidates for training as teachers. On this point he writes as follows:—

"This decrease taken in conjunction with the difficulty experienced for the last year or two in finding candidates for the award of the scholarships tenable at such institutions would seem to show a growing disinclination on the part of women to devote themselves to teaching. Possibly the falling off may be only temporary but I am rather inclined to think that it is due to openings now appearing in other directions, *e.g.*, in the medical profession to which I know numbers of girls are turning their thoughts."

The total expenditure has risen to Rs. 13,17,355. An Imperial recurring grant of Rs. 47,000 was allotted during the year under review for providing grants-in-aid and scholarships. The following two items may be specially noticed:—(1) Five scholarships of Rs. 20 per mensen for two years were sanctioned for girls studying for the Intermediate examination on condition that they afterwards join a training class and (2) the total number of scholarships awarded at the various stages of instruction was increased from 46 to 56 and their average monthly value from Rs. 11·4 to Rs. 17·7. As the grant was not available from the beginning of the year, there was a considerable balance for non-recurring expenditure; this was allotted to the Boys' High School, Allahabad, for building purposes and to five other schools for the improvement of their furniture and equipment.

Examinations.

The number of candidates for the high and middle examinations shows an increase. In the primary scholarship examination there has been a decrease, but it is reported that variations in the numbers appearing from year to year have little significance. The general results were satisfactory except as regards the girl candidates in the high examination, who appear to have shown considerable weakness in mathematics. Several schools did well in one or other of the examinations, but the Martiniére College, Lucknow, deserves special mention for its excellent results all round.

Colvin Taluqdars' School, Lucknow.

The numbers have gone up from 43 to 47. In the Matriculation examination no boy was successful, although two of the boys are said to have had every chance of success, if their work had not been interrupted by circumstances over which the school had no control. The Principal reports that the work in the middle part of the school is satisfactory and that in the lower classes there are some boys who are quite promising. The desirability of boys coming for admission at a younger age has been noted in previous reports and though there is still reason for complaint on this score, yet it is gratifying to find that of the fourteen new boys admitted last session six were under eleven. The study of agriculture has been started in order to interest the boys as much as possible in work which should help to keep them on their estates when they leave school. A nature study class has also been opened under the supervision of the Vice-Principal. An electric plant, the gift of one of the old boys, is shortly to be installed. Discipline is reported to have been good and the attendance, with one or two exceptions, to have been regular.

Hindus and Muhammadans.

Both communities have shared in the general advance. The total number of Hindus reading in institutions of all kinds is 6,31,578, an increase of 12 per cent. and the total number of Muhammadans 1,42,003, an increase of 5 per cent. If private institutions and special schools are omitted the percentage stands at about the same figure for Hindus, but goes up to just over 7 per cent. for Muhammadans. It would appear natural that the advance in primary education should affect Hindus more than Muhammadans and neither class would seem to have any reason for dissatisfaction. Amongst teachers the percentage of Muhammadans to the total number employed remains about the same.

SECTION X.

MISCELLANEOUS.

Moral and physical education.

One more religious class is reported to have been started at the Jubilee High School, Lucknow, but there does not appear to be any general desire to take advantage of the rule which allows such classes to be opened in Government schools. Many aided schools do good work in this direction.

Games have been played regularly in all English schools and vernacular school boys are also taking to football and cricket in increasing numbers, but are hampered by lack of playgrounds. The anniversary of the Durbar was celebrated in many schools—including village schools—by the holding of sports, towards the success of which the interest displayed by the local *raises* and *zamindars* contributed to no small extent. District tournaments were held as usual and are reported to have been successful. In a comment on the tournament in one district, which shall be nameless, the Commissioner writes that "the boys had a funny way of running a mile. One heat walked till 200 yards from home and then sprinted—a rather typical instance of how school boys can defeat good intentions." What the general spectators thought is not recorded.

Private institutions.

The number of private institutions has risen from 5,430 to 5,464 and the number of scholars reading in them from 90,412 to 94,129. Elementary institutions teaching vernacular only or mainly and Arabic or Persian schools show a slight decrease in scholars. The usual remarks as to the unreliability of the statistics are found in the reports.

Text-book Committees.

The sub-committees held twelve meetings during the year, and there were two general meetings in April and November. A special sub-committee was appointed to select English readers for the upper middle section; and two books were finally approved for use as text books after eighty-seven had been examined. The number of publications considered by the ordinary sub-committees is as follows:—

English and history 208, mathematics and science (including atlases and charts) 172, Urdu, Persian and Arabic 77, Hindi and Sanskrit 55, education and teaching 29. Of these 541 books only 178 were approved for use in schools; 287 were rejected altogether and the remainder were either referred to the University Board of Studies and the Inspector of European Schools or reserved for further consideration.

ALLAHABAD:
The 13th October 1913.

C. F. DE LA FOSSE, M. A.,
Director of Public Instruction,
United Provinces.

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GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the United Provinces of Agra and Oudh at the end of the official year 1912-1913.

(For Details see General Table III.)

Area and Population.			Institutions and scholars.	Public Institutions.								Private Institutions.		Grand Total.	Percentage of.
				Collegiate Education.		School Education, General.			School Education, Special.		Total of Public Institutions.	Advanced.	Elementary.		
Total Area in Square Miles.	Number of Towns and Villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools. Upper.	Primary Schools. Lower.	Training Schools.	All other Special Schools.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1,07,267	Towns ... 418 Villages 1,06,023 Total 1,06,441	Males 24,641,831 Females 22,540,213 Total 47,182,044	Institutions. For Males.	32	9	583	3,320	6,838	119	102	11,003	977	4,215	16,195	15·20 Institutions to number of towns and villages.
			Institutions. For Females.	5	...	73	213	795	18	9	1,113	7	265	1,385	1·30
			Total ...	37	9	656	3,533	7,633	137	111	12,116	984	4,480	17,580	16·50
			Scholars. Males	4,869	1,291	93,940	2,73,643	2,63,908	1,168	5,081	6,43,900	20,624	67,975	7,32,499	Male scholars to 19.82 male population of school-going age.
			Scholars. Females	55	8	6,888	14,668	28,275	131	244	50,269	311	5,219	55,799	Female scholars 1.65 to female population of school-going age.
			Total ...	4,924	1,299	1,00,828	2,88,311	2,92,183	1,299	5,325	6,94,169	20,935	73,194	7,88,298	11·14

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces of Agra and Oudh for the official year 1912-13.

(For Details see General Table IV.)

	Total Direct Expenditure on Public Instruction.								Total Indirect Expenditure on Public Instruction.								
	Collegiate Education.		School Education, General.			School Education, Special.		Total.	University.	Direction	Inspection.	Scholarships.	Buildings.	Special Grants for furniture and apparatus.	Miscellaneous.	Total.	Total Expenditure on Public Instruction.
				Primary Schools.													
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper.	Lower.	Training Schools.	All other Special Schools.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1.—Institutions { For males...	9,41,117	5,64,927	25,50,890	10,33,615	8,14,483	1,43,255	3,61,229	64,09,516	5,18,471	81,373	5,15,014	2,43,288	22,56,819	2,16,873	10,15,044	48,46,882	1,21,19,651
For females	26,577	..	5,48,073	1,06,519	1,11,619	60,460	10,005	8,63,253									
Total ...	**9,67,694**	**5,64,927**	**30,98,963**	**11,40,134**	**9,26,102**	**2,03,715**	**3,71,234**	**72,72,769**	**5,18,471**	**81,373**	**5,15,014**	**2,43,288**	**22,56,819**	**2,16,873**	**10,15,044**	**48,46,882**	**1,21,19,651**
2.*(a)*—Percentages of Provincial expenditure included in columns 2—18 to total Provincial expenditure on Public Instruction.	7·77	10·63	18·59	·86	·16	2·40	4·46	44·87	8·07	1·69	8·81	2·28	29·36	2·49	2·43	55·13	100·00
(b)—Percentages of Local Fund expenditure included in columns 2—18 to total Local Fund expenditure on Public Instruction.	·41	...	11·98	31·87	24·34	2·45	·39	71·44	...	..	3·20	2·30	19·45	2·20	1·41	28·56	100·00
(c)—Percentages of Municipal expenditure included in columns 2—18 to total Municipal expenditure on Public Instruction.	3·13	...	24·14	23·86	36·20	·29	·92	88·54	...	...	1·29	1·26	6·00	·76	2·15	11·46	100·00
(d)—Percentages of total expenditure in columns 2—18 to total expenditure on Public Instruction.	7·99	4·66	25·57	9·41	7·64	1·68	3·06	60·01	4·28	·67	4·25	2·00	18·62	1·79	8·38	39·99	100·00

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces of Agra and Oudh for the official year 1912-13—(concluded).

(For details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							
	Collegiate Education.		School Education, General.			School Education, Special.		Total.
				Primary Schools				
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper.	Lower.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8	9
3. Average annual cost of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions. Cost to Provincial Revenues ...	244 10 5	810 6 11	29 3 8	11 9 6	11 3 7	177 13 3	56 14 5	64 6 2
Government Institutions. Cost to Local and Municipal Funds	...	...	0 3 4	0 1 1	0 6 8	...	...	0 2 5
Total Cost ...	299 13 2	823 11 8	48 6 4	11 14 9	11 10 3	179 0 1	62 7 8	79 14 9
Local Fund Schools. Cost to Provincial Revenues ...	...	...	0 0 10	...	...	...	...	0 0 1
Local Fund Schools. Cost to Local Funds ...	...	...	7 3 11	3 8 5	3 5 1	99 3 8	...	4 0 1
Total Cost ...	...	...	10 15 7	4 1 1	4 2 3	99 13 11	13 4 8	4 15 6
Municipal Schools. Cost to Provincial Revenues ...	...	...	3 6 4	...	...	...	...	0 5 4
Municipal Schools. Cost to Municipal Funds ...	...	...	15 9 4	5 15 9	6 3 5	74 10 8	12 12 11	7 1 8
Total Cost ...	...	...	29 5 2	6 5 10	6 12 8	74 10 8	12 12 11	8 15 4
Institutions in Native States. Cost to Native State Revenues ...	...	...	22 9 9	1 9 8	1 6 3	51 10 8	...	4 10 7
Institutions in Native States. Cost to Local and Municipal Funds	...	...	1 15 6	1 9 9	1 2 0	63 5 4	...	1 7 6
Total Cost ...	...	...	26 2 6	3 15 3	2 8 3	115 0 0	7 13 6	6 10 8
Aided Institutions. Cost to Provincial Revenues ...	50 13 8	...	14 8 4	0 8 5	0 0 1	227 2 2	25 1 0	3 14 3
Aided Institutions. Cost to Local and Municipal Funds.	7 7 0	...	1 4 7	2 0 7	1 14 8	1 4 3	6 13 6	1 15 3
Total Cost ...	187 2 3	...	49 6 9	4 15 2	2 6 8	450 7 10	77 9 3	15 3 10
Unaided Institutions—Total Cost.	146 9 8	70 6 6	51 8 3	6 2 11	3 10 11	47 13 1	117 12 8	41 9 3
All Institutions. Cost to Provincial Revenues ...	77 5 4	397 15 3	9 3 2	0 2 5	0 0 6	88 6 11	40 9 10	3 5 6
All Institutions. Cost to Local and Municipal Funds	4 11 0	...	4 3 3	3 8 3	2 14 6	50 11 8	2 9 8	3 7 3
Total Cost ...	200 8 3	440 5 1	31 14 9	4 4 7	3 7 2	155 13 10	70 6 8	11 4 6

GENERAL

Return of Colleges, Schools and Scholars in the

Class of institutions.	Public							
	Under Public Manage							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March	Average number on the rolls monthly during the year	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
COLLEGIATE EDUCATION. English	2	517	519	439	...	...	...	...
Oriental	2	377	374	251	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	...	...	...	...	...	...	...	...
Medicine	1	54	41	41	...	...	...	..
Engineering	1	369	386	386	...	...	...	...
Teaching	2	85	84	81	...	...	...	...
Agriculture	1	115	119	109	...	...	...	...
Total ...	9	1,517	1,523	1,307	...	...	...	...
Secondary Schools.								
SCHOOL EDUCATION, GENERAL. For Boys. High Schools ...	47	13,017	12,991	11,315	2	579	581	504
For Boys. Middle Schools English ...	...	...	...	...	10	1,567	1,534	1,329
For Boys. Middle Schools Vernacular	6	738	691	570	364	44,660	42,210	33,593
For Girls. High Schools ...	...	...	...	...	...	...	...	...
For Girls. Middle Schools English ...	...	...	...	...	1	88	91	55
For Girls. Middle Schools Vernacular	6	603	551	374	2	93	80	75
Total ...	59	14,358	14,233	12,289	379	46,987	44,496	35,556
Primary Schools.								
For Boys ... Upper ...	1	85	84	69	2,942	2,55,684	2,35,251	1,86,159
For Boys ... Lower ...	3	130	101	91	3,178	1,45,545	1,31,324	1,05,918
For Girls ... Upper ...	40	2,619	2,460	1,768	79	3,331	3,179	2,302
For Girls ... Lower ...	15	613	558	406	331	10,060	9,355	7,059
Total ...	59	3,447	3,203	2,334	6,530	4,14,620	3,79,109	3,01,438
Schools for Special Instruction.								
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	6	499	495	479	112	663	662	630
Training Schools for Mistresses.	8	36	40	36	1	3	3	3
Schools of Art	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...
Medical Schools ...	2	287	252	248	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	5	454	407	343	1	14	17	11
Commercial Schools ...	...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...	...
Reformatory Schools ...	1	131	111	111	...	...	...	...
Other Schools	46	2,079	2,171	1,779	1	60	57	42
Total ...	68	3,486	3,476	2,996	115	740	739	686
Total of Colleges and Schools of Public Instruction.	195	22,808	22,435	18,926	7,024	4,62,347	4,24,344	3,37,680

TABLE III.

United Provinces for the official year 1912-13.

Institutions.							
ment.				Under Private Management.			
Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17
...	...	...	...	13	2,363	2,310	1,974
...	...	...	...	12	770	733	605
...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	25	3,133	3,043	2,579
1	404	405	303	56	18,420	18,073	15,706
1	121	92	79	52	7,817	7,398	7,191
3	183	176	148	9	1,026	978	813
...	...	...	...	19	1,997	2,016	1,818
...	...	...	...	30	2,988	2,874	2,549
...	...	...	...	10	996	969	664
5	708	673	530	176	33,244	32,308	28,741
11	1,649	1,398	1,060	346	19,085	17,885	14,423
47	2,916	2,414	1,922	3,493	1,17,246	1,11,035	89,744
...	...	...	...	92	4,497	4,503	3,160
...	...	...	...	422	10,959	10,056	7,931
58	4,565	3,812	2,982	4,353	1,51,787	1,43,479	1,15,258
1	6	6	6	...	...	...	...
...	...	...	...	7	81	90	85
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...
...	...	...	...	2	35	45	45
...	...	...	...	25	863	857	747
...	...	...	...	2	152	139	118
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
1	34	39	24	16	849	825	646
2	40	45	30	52	1,980	1,956	1,641
65	5,313	4,530	3,542	4,606	1,90,144	1,80,786	1,48,219

GENERAL

Return of Colleges, Schools and Scholars in the

	Class of institutions.	Public institutions—(*concluded*). Under Private Management—(*concluded*). Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.	Number of scholars on the 31st of March learning. English.	A classical language.	A vernacular language.	Europeans and Eurasians.
	1	18	19	20	21	22	23	24	25	26	27
Collegiate Education.	*Arts Colleges.*										
	English	6	741	746	656	21	3,621	3,517	2,076	...	42
	Oriental	2	156	144	102	16	1,303	171	1,263	40	...
	Colleges or Departments of Colleges for Professional Training.										
	Law	4	676	653	544	4	676	676	...	...	...
	Medicine	...	...	...	...	1	54	...	...	...	2
	Engineering	...	...	...	...	1	369	...	...	...	60
	Teaching	...	...	...	...	2	85	85	...	45	5
	Agriculture	...	...	...	...	1	115	115	...	81	1
	Total ..	12	1,573	1,543	1,302	46	6,223	4,564	3,339	166	110
School Education, General.	*Secondary Schools.*										
	For Boys. High Schools ...	11	3,289	3,253	2,823	117	35,709	33,867	13,599	37,655	1,796
	For Boys. Middle Schools English ...	16	1,742	1,683	1,367	79	11,247	8,381	2,682	11,419	551
	For Boys. Middle Schools Vernacular	5	194	114	95	387	46,801	...	...	46,801	...
	For Girls. High Schools ...	2	82	107	101	21	2,079	1,867	640	827	1,326
	For Girls. Middle Schools English ...	3	224	218	194	34	3,300	1,345	106	2,761	381
	For Girls. Middle Schools Vernacular	...	...	...	...	18	1,692	23	4	1,692	...
	Total ...	37	5,531	5,375	4,580	656	1,00,828	45,483	17,031	1,01,155	4,054
	Primary Schools.										
	For Boys Upper ...	20	1,297	1,202	955	3,320	2,77,800	552	55	2,77,421	174
	For Boys Lower ...	117	3,897	3,197	2,653	6,838	2,69,734	30	1,041	2,68,671	...
	For Girls Upper ...	2	64	44	33	213	10,511	84	...	10,436	82
	For Girls Lower ...	27	817	722	557	795	22,449	5	20	22,424	...
	Total ...	166	6,075	5,165	4,198	11,166	5,80,494	671	1,116	5,78,952	256
School Education, Special.	*Schools for Special Instruction.*										
	Training Schools for Masters	...	...	...	...	119	1,168	...	25	1,192	...
	Training Schools for Mistresses.	2	11	11	11	18	131	62	98	...	35
	Schools of Art ...	1	6	...	...	1	6	...	...	...	6
	Law Schools ...	...	...	...	...	...	...	...	...	...	...
	Medical „	...	...	...	...	2	287	...	...	...	...
	Engineering and Surveying Schools.	3	40	40	40	5	75	75	30	32	73
	Technical and Industrial Schools.	3	248	227	165	34	1,579	252	...	513	53
	Commercial Schools ...	1	5	5	5	3	157	...	...	...	10
	Agricultural Schools ...	...	...	...	...	...	...	...	...	...	...
	Reformatory Schools ...	...	...	...	...	1	131	...	...	131	...
	Other Schools ...	1	68	80	57	65	3,090	45	560	2,485	32
	Total ...	11	378	363	278	248	6,624	434	713	4,353	209
Total of Colleges and Schools of Public Instruction.		226	13,557	12,446	10,358	12,116	6,94,169	51,152	22,199	6,84,626	4,629
PRIVATE INSTITUTIONS.	1. *Advance teaching*— (*a*) Arabic or Persian ...					526	11,333	48	10,583	736	...
	(*b*) Sanskrit					458	9,602	1	9,245	356	...
	(*c*) Any other Oriental classic					...	...	...	...	...	...
	2. Elementary teaching a vernacular only or mainly. For Boys					2,476	40,156	1,537	412	39,139	...
	2. Elementary teaching a vernacular only or mainly. For Girls					143	2 393	36	46	2,351	...
	3. Elementary, teaching the Koran, For Boys					1,349	20,032	14	19,532	490	...
	3. Elementary, teaching the Koran, For Girls					113	977	...	901	76	...
	4. Other schools not conforming to Departmental standards. For Boys					390	9,499	3,340	781	5,943	...
	4. Other schools not conforming to Departmental standards. For Girls					9	137	...	62	75	...
	Total ...					5 464	94,129	4,976	41,562	49,166	...
	Grand Total ...					17 580	7,88 298	56,128	63 761	7,33,792	4 629

TABLE III.

United Provinces for the official year 1912-13—(concluded.)

Classification of scholars on the 31st of March according to race or creed.

Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
	Brahmans.	Non-Brahmans.						
28	29	30	31	32	33	34	35	36
72	727	1,844	933	...	2	1	2	...
...	948	14	341	...	...	...	2	...
3	126	412	134	1	...	...	...	...
1	22	26	3	...	...	...	3	...
1	50	205	52	1	...	...	...	...
2	36	26	16	...	...	...	5	...
...	31	72	11	...	...	...	...	...
79	1,940	2,599	1,490	2	2	1	12	...
814	7,120	18,123	7,801	26	23	6	173	...
625	2,026	5,318	2,674	18	13	22	190	...
171	12,374	24,846	9,335	17	...	58	13	...
621	35	52	29	1	14	1	...	268
2,383	154	297	67	...	18	...	...	291
34	326	1,074	258	...	...	...	...	...
4,648	22 035	49,710	20,164	62	68	87	376	559
192	81,748	1,58,669	36,429	55	7	526	4,420	...
463	74,162	1,56 887	37,308	84	...	830	6,101	...
377	1,804	6,384	1,862	2	...	...	...	263
190	5,059	13,583	3,604	13	...	...	...	275
1,222	1.62,773	3,35,523	79,203	154	7	1,356	10,521	538
2	481	481	203	1	...	...	...	...
51	14	18	13	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
64	51	142	30	...	...	...	...	...
...	2	...	...	...	...	...	...	...
395	111	609	380	...	9	22	11	...
18	20	81	28	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	11	69	51	...	...	...	...	...
24	803	1,988	236	7	...	...	24	...
554	1.493	3,388	941	8	9	22	35	...
6,503	1,88,241	3,91,220	1,01,798	226	86	1,466	10,944	1,097
...	44	451	10,801	...	...	37	204	1
...	8,453	1,149	...	...	...	...	15	...
...	...	...	...	...	...	...	...	...
1,279	6,836	25,585	6,404	...	...	52	738	...
317	217	1,573	286	...	...	...	...	57
...	13	52	19,967	...	...	...	937	...
...	...	...	977	...	...	...	...	18
78	2,404	5,294	1,691	1	...	31	112	...
12	3	43	79	...	...	...	...	...
1,686	17,970	34,147	40 235	1	...	120	2,006	76
8,189	2 06 211	4 25 267	1,42,003	227	86	1,586	12.950	1,173

GENERAL TABLE III A.

Number of Scholars on the 31st March, classified according to Sex, Race, or Creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
COLLEGIATE EDUCATION—									
Arts Colleges—									
English ...	Male ...	14	53	727	1,840	931	...	2	1
	Female ...	28	19	...	4	2	...	...	...
Oriental ...	Male ...	...	...	948	14	339	...	...	...
	Female ...	...	...	...	...	2	...	...	...
Colleges for Professional Training—									
Law ...	Male ...	...	3	126	412	134	1	...	...
	Female ...	...	...	...	...	...	...	...	...
Medicine ...	Male ...	...	...	22	26	3	...	...	...
	Female ...	2	1	...	...	...	...	...	...
Engineering ...	Male ...	60	1	50	205	52	1	...	...
	Female ...	...	...	...	...	...	...	...	...
Teaching ...	Male ...	...	2	36	26	16	...	...	...
	Female ...	5	...	...	...	...	...	...	...
Agriculture ...	Male ...	1	...	31	72	11	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Total ...		110	79	1,940	2,599	1,490	2	2	1
SCHOOL EDUCATION—GENERAL—									
Secondary Schools—									
For Boys—									
High Schools...	Male ...	1,625	813	7,120	18,122	7,801	26	23	6
	Female ...	171	1	...	1	...	...	...	...
Middle Schools—									
English ...	Male ...	361	625	2,026	5,318	2,674	18	13	22
	Female ...	190	...	...	...	...	...	...	...
Vernacular ...	Male ...	...	171	12,367	24,840	9,335	17	...	58
	Female ...	...	...	7	6	...	...	...	...
For Girls—									
High Schools...	Male ...	222	30	1	5	9	...	1	...
	Female ...	1,104	591	34	47	20	1	13	1
Middle Schools—									
English ...	Male ...	151	128	2	9	1	...	...	...
	Female ...	230	2,255	152	288	66	...	18	...
Vernacular ...	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	34	326	1,074	258	...	...	...
Total ...		4,054	4,648	22,035	49,710	20,164	62	68	87
Primary Schools—									
For Boys — Upper	Male ...	106	190	80,510	1,55,725	36,273	55	7	514
	Female	68	2	1,238	2,944	156	...	...	12
For Boys — Lower	Male ...	...	415	72,151	1,53,118	37,050	84	...	815
	Female	...	48	2,011	3,769	258	...	...	15
For Girls — Upper	Male ...	29	65	27	139	3	...	...	...
	Female	53	312	1,777	6,245	1,859	2	...	...
For Girls — Lower	Male ...	...	4	44	212	15	...	...	...
	Female	...	186	5,015	13,371	3,589	13	...	...
Total ...		256	1,222	1,62,773	3,35,523	79,203	154	7	1,356
SCHOOL EDUCATION—SPECIAL—									
Schools for Special Instruction—									
Training Schools	Male ...	...	2	481	481	203	1	...	...
	Female ...	35	51	14	18	13	...	...	...

GENERAL TABLE III A.

Number of Scholars on the 31st March, classified according to Sex, Race, or Creed—(concluded).

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
SCHOOL EDUCATION—SPECIAL—(*concluded*).									
Schools for Special Instruction—(concluded).									
Schools of Art	Male	...	...	...	...	...	...	...	...
	Female	6	...	...	...	...	...	...	...
Law Schools	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Medical Schools	Male	...	16	46	131	28	...	...	...
	Female	...	48	5	11	2	...	...	...
Engineering and Surveying Schools.	Male	73	...	2	...	...	...	...	...
	Female	...	...	...	...	...	...	..	...
Industrial Schools	Male	16	374	106	596	308	...	9	22
	Female	37	21	5	13	72	...	...	...
Commercial Schools	Male	10	18	20	81	28	...	...	...
	Female	...	...	...	...	...	...	...	...
Agricultural Schools	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Reformatory Schools	Male	...	...	11	69	51	...	...	...
	Female	...	...	...	...	..	...	...	...
Other Schools	Male	32	11	803	1,977	236	7	...	...
	Female	...	13	...	11	...	...	...	...
Total		209	554	1,493	3,388	941	8	9	22
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		4,629	6,503	1,88,241	3,91,220	1,01,798	226	86	1,466
PRIVATE INSTITUTIONS—									
1. ADVANCED TEACHING—									
(*a*) Arabic or Persian.	Male	...	...	44	450	10,548	...	...	37
	Female	...	...	...	1	253	...	...	...
(*b*) Sanskrit	Male	...	...	8,431	1,114	...	...	...	...
	Female	...	...	22	35	...	...	...	...
(*c*) Any other Oriental classic.	Male	..	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—									
For Boys	Male	...	1,272	6,749	25,049	6,296	...	...	52
	Female	...	7	87	536	108	..	...	...
For Girls	Male	...	...	...	57	..	..	...	...
	Female	...	317	217	1,516	286	...	...	...
3 ELEMENTARY TEACHING—THE KORAN ONLY—									
For Boys	Male	...	...	13	52	19,030	...	...	...
	Female	...	...	...	...	937	...	...	...
For Girls	Male	...	...	...	...	18	...	...	...
	Female	...	...	...	...	959	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—									
For Boys	Male	...	76	2,393	5,233	1,654	1	...	30
	Female	...	2	11	61	37	...	...	1
For Girls	Male	...	...	...	...	...	...	...	...
	Female	...	12	3	43	79	...	...	...
TOTAL, PRIVATE INSTITUTIONS...		...	1,686	17,970	34,147	40,205	1	...	120
Grand Total		4,629	8,189	2,06,211	4,25,367	1,42,003	227	86	1,586

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public						
	Under public						
	Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. English	1,99,332	...	...	48,705	...	325	2,48,362
Oriental	19,140	...	...	...	...	240	19,380
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	54,944	...	...	4,330	...	4	59,278
Engineering	3,53,695	...	...	2,071	...	...	3,55,766
Teaching	54,757	...	...	...	...	...	54,757
Agriculture	47,177	...	...	1,973	...	...	49,150
Total	7,29,045	...	...	57,079	...	569	7,86,693
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys — High Schools	4,00,382	...	2,980	2,66,874	90	1,609	6,71,935
For Boys — Middle Schools — English	...	...	...	...	...	...	...
For Boys — Middle Schools — Vernacular	6,176	...	...	972	...	...	7,148
For Girls — High Schools	...	...	...	...	...	...	...
For Girls — Middle Schools — English	...	...	...	...	...	...	...
For Girls — Middle Schools — Vernacular	9,453	...	...	...	266	...	9,719
Total	4,16,011	...	2,980	2,67,846	356	1,609	6,88,802
Primary Schools.							
For Boys — Upper	433	..	...	632	...	37	1,102
For Boys — Lower	263	275	...	...	...	...	538
For Girls — Upper	29,057	35	130	...	...	3	29,225
For Girls — Lower	7,133	...	...	...	...	...	7,133
Total	36,886	310	130	632	...	40	37,998
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	75,981	...	...	...	...	632	76,613
Training Schools for Mistresses	19,156	...	...	...	...	...	19,156
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	40,055	...	...	...	...	...	40,055
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	1,07,724	...	...	893	...	1,029	1,09,646
Commercial Schools	...	...	..	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	3,701	...	...	...	...	...	3,701
Other Schools	15,871	...	...	13,654	...	818	30,343
Total	2,62,488	...	...	14,547	..	2,479	2,79,514
Buildings	6,60,460	46	172	...	...	6,270	6,66,948
Furniture and Apparatus (Special grants only.)	39,617	...	...	...	...	...	39,617
Total	7,00,077	46	172	...		6,270	7,06,565
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...		...	...	...	...	...
Total Expenditure on Public Instruction	21,44,507	356	3,282	3,40,104	356	10,967	24,99,572

TABLE IV.

United Provinces for the official year 1912-13.

Institutions.	Managed by District or Municipal Boards						Managed by Native States.				
Management.											
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Local Funds in Native States.	Fees.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..		...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
4,782	...	6,650	11,885	...	...	23,317	11,061	...	...	...	11,061
2,156	8,697	12,815	17,896	30	535	42,129	3,279	...	837	...	4,116
...	3,01,134	29,938	1,14,549	1,668	964	4,48253	876	1,324	226	...	2,426
...	...	...	...	...	...	...	...	...	...	...	...
888	...	3,695	...	...	...	4,583	...	...	...	..	...
...	597	...	...	...	...	597	...	...	...	...	...
7.826	3,10.428	53 098	1,44,330	1,698	1,499	5.18.879	15,216	1,324	1,063	...	17,603
...	8,02,581	59,043	89,772	4,740	1,501	9,57.637	2.243	2,248	154	884	5,529
...	4,01,923	87,869	50,173	4,115	1,168	5,45,248	3,353	2,711	10	...	6,074
...	15,012	13,138	...	...	38	28,188	...	...	...	...	...
...	38,943	20,030	162	780	163	60,078	...	...	...	...	...
...	12.58,459	1,80,080	1,40,107	9 635	2,870	15,91,151	5 596	4,959	164	884	11,603
...	64,861	1,091	...	...	...	65,952	310	380	...	...	690
...	234	...	...	...	...	234	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...	...
...	...	226	...	...	...	226	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	730	..	...	...	730	...	...	306	...	306
...	65,095	2 047	...	..	...	67.142	310	380	306	...	996
22,508	5,05,173	21,577	175	6,024	4,014	5 59,471	286	...	...	...	286
970	58,466	2,457	510	...	804	63,207	...	...	...	...	...
23,478	5.63,639	24,034	685	6 024	4,818	6.22,678	286	...	...	...	286
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	.	...
...	...	...	...	...	...	...	...	...	...	.	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...		...	...	...	...	...	...	...	.	...
...	..	...	...	...	...	...	...	...	...	...	..
31,304	21,97,621	2 59,259	2,85,122	17,357	9,187	27,99,850	21,408	6,663	1,533	884	30,488

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public Under Private Management. Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	21	22	23	24	25	26	27
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. English	1,44,732	11,000	11,210	1,79,493	19,669	1,79,433	5,45,537
Oriental	10,011	...	415	105	11,134	2,271	23,936
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	..	.	...
Total	1,54 743	11,000	11.625	1,79.598	30,803	1,81,704	5,69,473
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys — High Schools	2,70,006	668	12,293	3,97,305	54,961	1,43,591	8,78,824
For Boys — Middle — English	67,053	540	13,165	77,787	18,082	21,406	1,98,033
For Boys — Middle — Vernacular	...	3,363	840	1,571	1,811	5,236	12,821
For Girls — High Schools	84,750	...	605	1,43,015	31,451	70,332	3,30,153
For Girls — Middle — English	44,436	54	2,600	18,255	41,514	50,422	1,57,281
For Girls — Middle — Vernacular	2.832	3,278	4,200	204	4,761	4.397	19,672
Total	4.69,077	7.903	33,703	6.38,137	1,52.580	2,95.384	15.96.784
Primary Schools.							
For Boys — Upper	3,851	23,156	7,229	9,350	4,860	15,447	63,893
For Boys — Lower	...	1,80 343	20,663	11,281	21,274	18,714	2,52,275
For Girls — Upper	7,949	6,039	9,216	1,958	8,626	13,071	46.859
For Girls — Lower	360	25,203	6,102	15	5,117	3,532	40,329
Total	12,160	2,34.741	43,210	22,604	39,377	50,764	4,03,356
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	...	...	...	...	...	...	...
Training Schools for Mistresses	20,442	114	...	4,022	6,803	9,163	40,544
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	..	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	37,823	9,852	1,236	1,590	...	34,994	85,495
Commercial Schools	7,835	...	...	8,061	...	7,427	23,323
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	.	...	...
Other Schools	1,113	452	1,223	174	31,089	1,895	35,946
Total	67.213	10 418	2,459	13,847	37,892	53,479	1,85,308
Buildings	7,27,535	11,570	563	8,125	86,909	1,42,650	9,77,352
Furniture and Apparatus (Special grants only).	78,789	...	390	2,827	6,435	16,534	1,04,975
Total	8,06,324	11,570	953	10,952	93,344	1,59,184	10,82,327
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	..	...	...	...	...
Other Professional Colleges	...	..	...	...	...	...	...
Secondary Schools	...	..	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...		...	...	...	...	...
Total Expenditure on Public Instruction.	15,09,517	2,75,632	91,950	8,65,138	3,54 496	7,40 515	38,37,248

TABLE IV.

United Provinces for the official year 1912-13—(concluded).

Institutions—(*concluded*).				Total Expenditure from—						
Unaided.								All other sources		
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Public.	Grand Total.
28	29	30	31	32	33	34	35	36	37	38
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
34,694	11,806	75,460	1,21,960	3,44,064	11,000	11,210	2,62,892	2,64,220	22,473	9,15,859
...	...	8,519	8,519	29,151	...	415	105	21,924	240	51,835
34,412	9,887	1,677	45,976	...	...	...	34,412	11,564	...	45,976
...	...	...	...	54,944	...	...	4 330	...	4	59,278
...	...	...	...	3,53,695	...	...	2,071	..	...	3,55,766
...	...	...	...	54,757	...	...	...	...	...	54,757
...	...	...	...	47,177	...	...	1,973	...	...	49,150
69,106	21,693	85 656	1,76,455	8,83,788	11,000	11,625	3,05,783	2,97,708	22,717	15,32,621
70,843	10,500	1,27,016	2,08,359	6,75,170	668	21,923	7,46,907	2,75,922	72,906	17,93,496
17,609	8,106	14,665	40,380	69,209	9,237	25,980	1,14,129	55,484	10,619	2,84 658
284	185	1,619	2,088	6,176	3,04,497	30,778	1,17,602	10,765	2,918	4,72,736
18,862	...	600	19,462	84,750	...	605	1,61,877	91,179	11 204	3,49,615
...	...	6,606	6,606	45,324	54	6,295	18,255	85,555	12,987	1,68,470
...	...	...	...	12.285	3,875	4,200	204	9,424	...	29,988
1,07,598	18,791	1,50,506	2,76,895	8,92,914	3,18,331	89,781	11,58,974	5,28,329	1,10,634	30,98,963
748	571	4,135	5,454	4,284	8,25,737	66,272	1,00,656	32,300	4,366	10,33,615
5	4,056	6,287	10,348	263	5,82,541	1,08,532	61,469	54,550	7,128	8 14 433
628	...	1,619	2,247	37,006	21,086	22 484	2,586	23,357	...	1,06,519
...	438	3 641	4,079	7.493	64,146	26,132	177	13 671	...	1,11,619
1,381	5,065	15,683	22,128	43,046	14,93,510	2,23,420	1,64,883	1,23,878	11,494	30,66,536
...	...	...	...	75,981	64,861	1,091	...	80	1,242	1,43,275
...	...	526	526	39,598	348	...	4,022	14,984	1,508	60,460
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	40,055	...	...	...	...	...	40,055
...	...	5,338	8,315	...	...	...	2,977	5,338	...	8,315
2,977	...	32,341	32,634	1,45 547	9,852	1,462	2,776	68,364	...	2,28,001
293	...	...	442	7,835	...	...	8,503	7,427	...	2 765
442	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3,701	...	...	...	...	...	5,701
...	...	...	72	16 984	452	1,953	14,134	35,122	752	67 397
...	72	...	...	...	...	...	...	...	...	...
3,712	72	38,205	41,989	3,29,701	75,513	4,506	32,412	1,29,315	3,502	5,74,949
90	538	52,134	52,762	14,10,503	5,16,789	22,3 2	8,390	2,93,503	5,322	22,56,819
70	349	8,655	9,074	1,19,376	58,466	2,847	3,407	31,498	1,279	2,16,873
160	887	60,789	61,836	15,29,879	5,75,255	25,159	11,797	3,25,001	6,601	24,73,692
...	...	...	...	(a)3,87,409	...	...	(b)1,21,568	...	9,503	5,18,971
...	...	...	...	81,373	...	...	...	...	...	81,373
...	...	...	...	4,23,359	84,903	4 784	...	...	1,968	5,15,014
...	...	...	...	25,269	60	1,005	1,320	30,674	5,867	64,195
...	...	...	...	1.216	...	...	...	1,188	175	2,579
...	...	...	...	25,727	...	...	...	...	...	25,727
...	...	...	...	38,639	44,041	3,324	202	17,059	7,580	1,10,845
...	...	...	...	4,286	10,648	49	...	672	319	15,974
...	...	...	...	7,014	5,786	...	...	...	240	13,040
...	...	...	...	7,434	537	88	...	306	...	8,365
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	56	231	...	2,276	...	2,563
...	...	...	...	1,16,568	37,699	8,000	5,35,383	3,06,146	11,248	10,15,044
...	...	...	...	11,18,285	1 83,730	17,481	6,58,473	3,58,321	36,900	23,73,190
1,81,957	46,508	3,50,838	5,79,303	48,03,613	26,57,339	3,71,972	23,32,327	17,62,552	1,91,848	1,21,19,651

(*a*) Includes Government of India's grant of Rs. 3,45,000 for University development scheme, invested in Government Promissory Notes.
(*b*) Total fee income amounted to Rs. 1,27,975.
NOTE.—Rs. 11,78,230 were allocated to district boards from provincial funds.

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2		
Secondary Schools—					Boys.	Girls.	Total.	Boys.	Girls.	Total.
For Boys.	Government	English ...	47	13,017	2,818	...	2,818	7,589	...	7,589
		Vernacular	6	738	...	...	...	205	...	205
	District Board	English ...	7	1,119	...	...	...	636	...	686
		Vernacular	358	44,052	...	...	...	23,973	2	23,975
	Municipal ...	English ...	5	1,027	109	...	109	517	...	517
		Vernacular	6	608	...	...	...	253	...	253
	Native States.	English ...	2	525	31	...	31	245	...	215
		Vernacular	3	183	...	...	...	84	...	84
	Aided ...	English ...	108	26,237	3,754	18	3,772	12.004	102	12,106
		Vernacular	9	1,026	...	...	...	319	...	319
	Unaided ...	English ...	27	5 031	776	3	779	2,364	5	2,369
		Vernacular	5	194	...	...	...	88	...	88
	Total ...		583	93.757	7,488	21	7.509	48 277	109	48 386
For Girls.	Government.	English ...	...	...	...	...	...	...	...	...
		Vernacular	6	603	...	...	...	...	58	58
	District Board	English ...	...	...	...	...	...	...	...	...
		Vernacular	2	93	...	...	...	...	9	9
	Municipal ...	English ...	1	88	...	...	...	...	7	7
		Vernacular	...	...	...	...	...	...	...	...
	Native States.	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided ...	English ...	49	4,985	...	178	178	13	944	957
		Vernacular	10	996	...	...	...	...	58	58
	Unaided ...	English ...	5	306	...	6	6	4	52	56
		Vernacular	...	...	...	...	..	...	...	...
	Total ...		73	7 071	...	184	184	17	1 128	1,145
Total Secondary Schools ...			656	1,00.828	7,488	205	7 693	48,294	1,237	49 531
Upper Primary Schools—										
For Boys.	Government ...		1	85	...	...	...	...	...	...
	District Board ...		2,887	2,48,876	...	...	...	...	...	...
	Municipal		55	6,808	...	...	...	...	...	...
	Native States ...		11	1,649	...	...	...	...	...	...
	Aided		346	19,085	...	...	...	...	...	...
	Unaided		20	1,297	...	...	...	...	...	...
	Total ...		3 320	2.77.800	...	...	..	...	...	...
Lower Primary Schools—										
For Boys.	Government ...		3	130	...	...	...	...	...	...
	District Board ...		3,079	1,38.780	...	...	...	...	...	...
	Municipal		99	6.765	...	...	...	...	...	...
	Native States ...		47	2,916	...	...	...	...	...	...
	Aided		3,493	1,17,246	...	...	...	...	...	...
	Unaided		117	3,897	...	...	...	...	...	...
	Total ...		6,838	2,69 734		...	...	...	...	...
Upper Primary Schools—										
For Girls.	Government ...		40	2,619	...	...	...	...	...	...
	District Board ...		64	2,596	...	...	...	...	...	...
	Municipal		15	735	...	...	...	...	...	...
	Native States ...		...	...	...	...	...	...	...	...
	Aided		92	4,497	...	...	...	...	...	...
	Unaided		2	64	...	...	...	...	...	...
	Total ...		213	10,511	...	...	...	...	...	...
Lower Primary Schools—										
For Girls.	Government ...		15	613	...	...	...	...	...	..
	District Board ...		277	7,893	...	...	...	...	...	...
	Municipal		54	2,167	...	..	...	...	...	...
	Native States ...		...	...	...	...	...	...	...	...
	Aided		422	10,959	...	...	...	...	...	...
	Unaided		27	817	...	...	...	...	...	...
	Total ...		795	22.449	...	.	...	..	...	...
Total Primary Schools ...			11.166	5 80,494	...	...	...	...	...	...
Grand total ...			11,822	6,81,322	7,488	205	7,693	48 294	1,237	49,531

TABLE V.

Education in the United Provinces, at the end of the official year 1912-1913.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not Reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,610	...	2,610	...	...	...	...	...	...	13,017	...	13,017
150	...	150	362	...	362	21	...	21	738	...	738
287	...	287	193	...	193	3	...	3	1,119	...	1,119
13,164	4	13,168	6,457	4	6,461	447	1	448	44,041	11	44,052
289	...	289	112	...	112	...	...	...	1,027	...	1,027
205	...	205	150	...	150	...	...	...	608	...	608
157	...	157	92	...	92	...	...	...	525	...	525
99	...	99	..	...	...	...	...	...	183	...	183
6,007	150	6,157	3,963	48	4,011	168	23	191	25,896	341	26,237
216	1	217	452	1	453	37	...	37	1,024	2	1,026
1,091	13	1,104	752	...	752	26	1	27	5,009	22	5,031
12	...	12	94	...	94	...	...	...	194	...	194
24 287	168	24 455	12,627	53	12,680	702	25	727	93,381	376	93,757
...	...	...	...	...	...	...	...	...	...	...	...
...	75	75	...	374	374	...	96	96	...	603	603
...	...	...	...	...	...	...	...	...	...	...	...
...	15	15	...	69	69	...	...	...	...	93	93
...	23	23	...	58	58	..	...	...	...	88	88
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
114	1,021	1,135	226	1,501	1,727	168	820	988	521	4,464	4,985
...	96	96	...	583	583	...	259	259	...	996	996
11	92	103	10	94	104	13	24	37	38	268	306
..	...	...	...	...	...	...	...	...	...	...	...
125	1,322	1 447	236	2 679	2.915	181	1,199	1.380	559	6,512	7,071
24 412	1,490	25 902	12,863	2,732	15 595	883	1,224	2,107	93.940	6,888	1.00,828
48	...	48	37	...	37	...	...	...	85	...	85
50,978	136	51,114	1,67,808	2,649	1,70,457	26,261	1,044	27,305	2,45,047	3,829	2,48,876
1,033	...	1,033	5,327	...	5,327	447	1	448	6,807	1	6,808
217	...	217	1.340	...	1,340	92	...	92	1,649	...	1,649
3,778	51	3,829	12,453	415	12,868	2,275	113	2,388	18,506	579	19,085
172	2	174	1,036	4	1,040	78	5	83	1.286	11	1,297
56,226	189	56,415	1,88,001	3,068	1,91,069	29,153	1,163	30,316	2.73,380	4.420	2 77,800
...	...	...	98	...	98	32	...	32	130	...	130
...	...	...	1,17,763	2,525	1,20,288	17,272	1,220	18,492	1,35,035	3,745	1,38,780
...	...	...	5,854	2	5,856	909	...	909	6,763	2	6,765
...	...	...	2,700	5	2,705	211	...	211	2,911	5	2,916
...	...	...	95,243	1,595	96.838	19,672	736	20,408	1,14.915	2,331	1,17,246
...	...	...	2,728	7	2,735	1,151	11	1,162	3,879	18	3,897
...	...	...	2,24.386	4.134	2 28 520	39 247	1.967	41.214	2.63,633	6 101	2 69,734
...	173	173	...	2,194	2,194	...	252	252	...	2,619	2,619
...	225	225	26	1,961	1,987	11	373	384	37	2,559	2,596
...	48	48	...	658	658	...	29	29	...	735	735
...	...	...	...	...	...	...	...	...	...	...	...
3	385	388	153	3,135	3,288	55	766	821	211	4,286	4,497
1	3	4	10	22	32	4	24	28	15	49	64
4	834	838	189	7.970	8.159	70	1.444	1,514	263	10.248	10,511
...	...	...	...	422	422	...	191	191	...	613	613
...	...	...	...	6,522	6,522	...	1,371	1,371	...	7,893	7,893
...	...	...	...	1,926	1,926	...	241	241	...	2,167	2,167
...	..	...	...	...	...	..	...	...	..	...	...
...	...	...	111	8,246	8,357	80	2,522	2,602	191	10,768	10,959
...	...	...	39	410	449	45	323	368	84	733	817
...	...	...	150	17.526	17,676	125	4,648	4.773	275	22 174	22.449
56,230	1.023	57 253	4 12,726	32.698	4,45 424	68 595	9 222	77 817	5,37 551	42 943	5,80.494
80,642	2.513	83,155	4,25,589	35,430	4 61,019	69 473	10 4.6	79,924	5,31,491	49,831	6,81,322

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts	2	4	1	7	8	20	4	13	45
2. Previous M. A.	2	4	2	8	15	59	19	21	114
3. Final M. Sc.	2	2	...	4	12	5	...	...	17
4. Previous M. Sc.	2	2	1	5	7	4	1	...	12
5. Bachelor of Arts	2	10	2	14	81	417	118	47	663
6. B. Sc.	2	5	2	9	45	53	25	2	125
7. First B. A.	...	...	...	...	...	...	...	...	...
7. First B. Sc.	...	...	...	...	...	...	...	...	...
7. First Arts	2	13	4	19	131	813	264	62	1,270
7. Previous Examination	...	...	...	...	..	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning... ...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit (1)	1	1	35	37	124	2	52	66	244
,, ,, Arabic	...	...	...	...	...	...	...	...	...
,, ,, Persian	...	...	...	...	...	...	...	...	...
,, ,, Urdu	...	...	...	...	...	...	..	...	...
4. High Proficiency in Sanskrit (1) ...	1	12	150	163	119	61	538	48	819
,, ,, ,, Arabic (2)	...	1	2	3	...	3	3	1	7
,, ,, ,, Persian	...	...	...	...	...	...	..	...	...
,, ,, ,, Urdu	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit (1)	1	13	208	222	30	73	750	29	882
,, ,, Arabic (3)	1	2	8	11	1	14	14	19	48
,, ,, Persian	...	...	...	...	...	...	...	...	...
,, ,, Urdu	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Laws	...	...	...	...	...	...	...	1	1
2. Master of Laws	...	...	...	...	...	...	...	1	1
3. Bachelor of Laws (Final)	...	...	6	6	...	...	331	...	331
4. Ditto (Previous)	1	...	8	9	5	...	355	...	360
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. L. M. S.	...	...	...	...	...	...	...	...	...
4. First M. B.	1	...	...	1	26	...	...	...	26
4. First L. M. S.	...	...	...	...	...	...	...	...	...
5. Preliminary Scientific Examination ...	1	3	1	5	1	19	13	...	33
Engineering.									
1. M. C. E.	1	...	...	1	20	...	...	...	20
2. B. C. E.					33	..	...	...	33
3. L. C. E.					55	...	...	...	55
4. First L. C. E.					16	...	...	...	16
					31	...	...	...	31
					14	...	...	...	14
Teaching	2	...	...	2	66	...	...	...	66
Agriculture	1	...	...	1	34	...	...	...	34

TABLE VI.

the United Provinces during the official year, 1912-1913.

Number passed.					Race or creed of passed scholars.								
							Hindus.						
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
7	18	1	5	31	2	1	8	8	11	...	...	1	
10	26	6	8	50	2	...	12	19	17	...	...	...	
12	4	...	...	16	...	...	7	7	2	...	...	...	
7	3	...	...	10	...	...	5	4	1	...	...	...	
34	153	47	8	242	5	4	48	111	73	...	...	1	
33	20	8	1	62	...	1	23	30	8	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
81	382	122	15	600	9	16	142	306	126	...	1	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
87	1	31	40	159	...	...	157	2	...	...	...	...	(1) Sanskrit college examinations.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
62	38	363	11	474	...	...	462	12	...	...	...	...	
...	2	3	...	5	...	...	...	...	5	...	...	...	(2) Fazil examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
4	17	234	5	260	...	...	245	15	...	...	...	...	
1	11	8	8	28	...	...	...	...	28	...	...	...	(3) Mulla examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	1	1	...	...	...	1	...	...	...	...	
...	...	...	1	1	...	...	1	...	...	...	...	...	
...	...	257	...	257	...	2	78	130	42	...	1	4	
1	...	239	...	240	...	4	52	120	61	...	...	3	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
19	...	...	...	19	...	...	4	13	2	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
1	10	8	...	19	...	...	9	8	1	...	...	1	
20	...	...	...	20	4	...	5	8	3	...	...	...	Civil Engineer.
33	...	..	...	33	14	...	3	12	4	...	...	...	Upper Subordinate.
55	...	...	...	55	...	...	12	41	2	...	...	...	Lower Subordinate.
15	...	...	...	15	...	...	5	6	4	...	...	...	Mechanical Apprentice.
31	...	...	...	31	...	2	8	7	14	...	...	...	Industrial.
14	...	...	...	14	...	2	...	4	8	...	...	...	A. D. Class.
60	...	...	...	60	5	1	23	20	11	...	...	...	
24	..	...	...	24	...	...	7	14	3	...	...	...	

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
SCHOOLS FOR GENERAL EDUCATION.									
1. Matriculation ... For Boys ...	29	42	8	79	557	1,034	228	216	2,035
„ Girls ...	...	4	...	4	...	28	...	4	32
2. School Leaving	26	24	5	55	711	548	131	...	1,390
3. High School Examination for Europeans. For Boys ...	...	11	...	11	...	130	...	1	131
„ Girls ...	...	12	1	13	...	65	2	...	67
4. Middle School Examination for Europeans. For Boys ...	...	16	2	18	...	145	7	1	153
„ Girls ...	...	18	3	21	...	71	13	1	85
5. Middle English Examination for Girls ...	...	26	3	29	...	151	9	7	167
6. Middle Vernacular ... For Boys ...	361	8	6	375	8,709	159	99	936	9,903
„ Girls ...	2	5	...	7	11	18	...	36	65
7. Upper Primary Examination. For Boys ...	3,017	287	30	3,364	24,133	2,640	324	3	27,100
„ Girls ...	35	45	1	81	101	349	13	1	464
8. Lower Primary Examination. For Boys ...	...	...	...	...	...	...	...	...	...
„ Girls ...	...	...	...	...	...	...	...	...	...
9. Public Service Certificate examination. English ...	...	...	...	...	...	...	...	...	...
Vernacular ...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL EDUCATION.									
1. Training School Examination for Masters. Upper ...	6	...	...	6	240	...	...	63	303
Lower ...	112	...	...	112	658	...	...	32	690
2. Training School Examination for Mistresses. Upper ...	2	6	...	8	10	30	...	...	40
Lower ...									
3. School of Arts Examination	...	...	...	...	...	...	...	...	...
4. Vernacular Medical Examination ...	2	...	...	2	85	...	...	...	85
5. Examination in Engineering	...	...	...	...	...	...	...	...	...
6. Examination in Surveying	...	...	...	...	...	...	...	...	...
7. Industrial School Examination ...	1	5	1	7	68	134	151	...	353
7(*a*) Weaving School Examination ...	...	7	...	7	...	160	...	...	160
8. Commercial School Examination ...	...	...	...	...	...	...	...	...	...
9. Agricultural School Examination ...	...	...	...	...	...	...	...	...	...
10. Sanskrit Title Examination	...	...	...	...	...	...	...	...	...
11. Madrassa Central Examination ...	...	...	...	...	...	...	...	...	...
12. Other Schools Examination	45	...	...	45	3,492	...	...	345	3,837

TABLE VI.

the United Provinces during the official year, 1912-13—(concluded).

Number passed.					Race or creed of passed scholars.								
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists	Parsis.	Others.	Remarks.
							Brahmans.	Non-Brahmans.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
286	384	60	17	747	...	12	167	403	162	...	...	3	
...	16	...	2	18	...	16	1	...	...	...	...	1	
374	183	51	...	608	...	2	132	348	126	...	...	...	
...	74	...	1	75	72	1	...	2	...	...	...	...	
...	24	1	...	25	23	2	...	...	...	...	...	...	
...	92	7	...	99	96	...	...	2	...	...	1	...	
...	52	5	...	57	56	...	...	1	...	...	...	...	
...	101	5	4	110	...	98	4	8	...	...	...	...	
5,127	76	58	321	5,582	...	...	1,788	2,994	798	...	...	2	
9	9	...	9	27	...	...	13	10	4	...	...	...	
18,639	1,828	258	1	20,726	1	83	5,922	11,441	3,245	11	1	22	
72	258	9	1	340	33	107	62	118	20	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
196	...	...	36	232	...	...	119	77	36	...	...	...	
564	...	...	26	590	...	...	237	269	84	...	...	...	
8	29	...	...	37	13	16	1	3	4	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
42	...	...	...	42	...	12	4	20	6	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
55	106	84	...	245	...	72	13	125	33	...	...	2	
...	160	...	...	160	...	4	14	46	96	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	...	...	...	...	
1,507	...	...	134	1,641	...	...	175	1,356	110	...	...	...	

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.		Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure of District In Institutions managed by Provincial Revenues.	Expenditure of District In Institutions managed by District Funds.
1		2	3	4	5	6	7
	Arts Colleges.					Rs.	Rs.
Collegiate Education.	English	...	...	...	...	...	...
	Oriental	..	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
	Secondary Schools.						
School Education, General.	For Boys. High Schools ...	...	...	...	...	...	...
	For Boys. Middle Schools English ..	7	1,119	1,090	930	2,156	8,601
	For Boys. Middle Schools Vernacular	358	44,052	41,656	33,132	...	3,01,134
	For Girls. High Schools ...	...	...	...	...	...	...
	For Girls. Middle Schools English...	...	...	...	...	...	...
	For Girls. Middle Schools Vernacular	2	93	80	75	...	597
	Total ...	367	45,264	42,826	34,137	2,156	3,10,332
	Primary Schools.						
	For Boys... Upper ...	2,887	2,48,876	2,28,969	1,81,285	...	8,01,261
	For Boys... Lower ...	3,079	1,38,780	1,25,051	1,00,870	...	4,00,742
	For Girls... Upper ...	64	2,596	2,526	1,810	...	15,012
	For Girls... Lower ...	277	7,893	7,408	5,623	...	38,943
	Total ...	6,307	3,98,145	3,63,954	2,89,588	...	12,55,958
	Schools for Special Instruction.						
School Education, Special.	Training Schools for Masters	110	654	653	621	...	64,861
	Training Schools for Mistresses.	1	3	3	3	...	234
	Schools of Art	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...	...
	Engineering and Surveying Schools.	...	...	...	...	...	...
	Technical and Industrial Schools.	1	14	17	11	...	...
	Commercial Schools ...	...	...	...	...	...	...
	Agricultural Schools ...	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...
	Total ...	112	671	673	635	...	65,095
Inspection		...	...	...	...	...	...
Scholarships held in—	Arts Colleges ...	...	...	...	...	...	...
	Medical Colleges ...	...	...	...	...	...	...
	Other Professional Colleges.	...	...	...	...	..	...
	Secondary Schools ...	...	...	...	...	...	...
	Primary Schools ...	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...	...
	Technical and Industrial Schools.	...	...	...	...	...	...
	Other Special Schools Reformatory	...	...	...	...	...	...
	Other Special Schools Other ...	...	...	...	...	...	...
Buildings		...	...	...	...	...	5,05,173
Furniture and apparatus (Special Grants only).		...	...	...	...	400	58,466
Miscellaneous		...	...	...	...	...	...
Total ...		...	...	...	...	400	5,63,639
Grand Total ...		6,786	4,44,080	4,07,453	3,24,360	2,556	21,95,024

TABLE VII.

Instruction in the United Provinces for the official year 1912-13.

Boards on Public Instruction.								
District Boards.					In Institutions managed by—			Total District Fund Expenditure on Public Instructions.
Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	11,000	11,000
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	11,000	11,000
...	...	...	...	...	...	...	668	668
4,942	13,425	30	535	29,689	...	96	540	9,237
22,131	1,13,723	1,668	964	4,39,620	...	...	3,363	3,04,497
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	54	54
...	...	...	...	597	...	...	3,278	3,875
...	...	...	..					
27,073	1,27,148	1,698	1,499	4,69,906	...	96	7,903	3,18,331
22,989	88,470	4,740	1,501	9,18,961	...	1,320	23,156	8,25,737
52,114	45,603	4,115	1,168	5,03,742	275	1,181	1,80,343	5,82,541
7,689	...	...	38	22,739	35	...	6,039	21,086
4,715	162	780	163	44,763	...	...	25,203	64,146
87,507	1,34,235	9,635	2,870	14,90,205	310	2,501	2,34,741	14,93,510
419	...	...	...	65,280	...	...	...	64,861
...	...	...	...	234	...	..	114	348
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
226	...	...	...	226	...	...	9,852	9,852
...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...
...	...	...	...	...		...	452	452
645	...	...	...	65,740	...	...	10,418	75,513
...	...	...	...	...	...	...	...	84,903
...	...	...	...	...	...	...	...	60
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	44,041
...	...	...	...	...	...	...	...	10,648
...	...	...	...	...	...	...	...	5,786
...	...	...	...	...	...	...	...	537
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	56
8,312	175	6,024	4,014	5,23,698	46	...	11,570	5,16,789
1,122	510	...	804	61,302	...	...	...	58,466
...	...	...	...	...	...	...	...	37,699
9,434	685	6,024	4,818	5,85,000	46	...	11,570	7,58,985
1,24,659	2,62,068	17,357	9,187	26,10,851	356	2,597	2,75,632	26,57,339

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.			Expenditure of Municipal					
			In Institutions managed by					
			Number of Institutions.	Number of scholars on the rolls on the 31st of March	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.
1			17	18	19	20	21	22
	Arts Colleges.						Rs.	Rs.
Collegiate Education.	English		...	...	...	...	...	...
	Oriental		...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training							
	Law		...	...	...	...	...	...
	Medicine		...	...	...	...	...	...
	Engineering		...	...	...	...	...	...
	Teaching		...	...	...	...	...	...
	Agriculture		...	...	...	...	...	...
	Total ...		...	...	...	...	...	...
	Secondary Schools.							
School Education, General.	For Boys	High Schools ...	2	579	581	504	4,782	6,650
		Middle Schools English ...	3	448	444	399	...	7,873
		Middle Schools Vernacular ...	6	608	554	461	...	7,807
	For Girls.	High Schools ...	...	...	...	...	...	...
		Middle Schools English ...	1	88	91	55	888	3,695
		Middle Schools Vernacular ...	...	...	...	...	...	...
	Total ...		12	1,723	1,670	1,419	5,670	26,025
	Primary Schools.							
	For Boys	Upper	55	6,808	6,282	4,874	...	36,054
		Lower	99	6,765	6,273	5,048	...	35,755
	For Girls	Upper	15	735	653	492	...	5,449
		Lower	54	2,167	1,947	1,436	...	15,315
	Total ...		223	6,4517	15,155	11,850	...	92,573
	Schools for Special Instruction.							
School Education, Special.	Training Schools for Masters ...		2	9	9	9	...	672
	Training Schools for Mistresses ...		...	...	...	...	...	...
	Schools of Art		...	...	...	...	...	...
	Law Schools		...	...	...	...	...	...
	Medical Schools		...	...	...	...	...	...
	Engineering and Surveying Schools.		...	...	...	...	...	...
	Technical and Industrial Schools		...	...	...	...	...	...
	Commercial Schools... ...		...	...	...	...	...	...
	Agricultural Schools ...		...	...	...	...	...	...
	Other Schools		1	60	57	42	...	730
	Total ...		3	69	66	51	...	1,402
	Inspection		...	...	...	...	...	...
	Scholarships held in—	Arts Colleges ...	...	...	...	...	...	...
		Medical Colleges ...	...	...	...	...	...	...
		Other Professional Colleges	...	...	...	...	...	...
		Secondary Schools ...	...	...	...	...	...	...
		Primary Schools ...	...	...	...	...	...	...
		Medical Schools ...	...	...	...	...	...	...
		Technical and Industrial Schools.	...	...	...	...	...	...
		Other Special Schools Reformatory ...	...	...	...	...	...	...
		Other Special Schools Other ...	...	...	...	...	...	...
	Buildings		...	...	...	...	22,508	13,265
	Furniture and apparatus (Special Grants only).		...	...	...	...	570	1,335
	Miscellaneous		...	...	...	...	...	...
	Total ...		...	...	...	...	23,078	14,600
	Grand Total ...		238	18,267	16,891	13,320	28,748	1,34,600

TABLE VII.

Instruction in the United Provinces for the official year 1912-13—(concluded).

Boards on Public Instruction. Municipal Boards.			In Institutions managed by—			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
District Funds.	Fees.	Total.	The Government.	District Boards.	Private persons or associations.		
23	24	25	26	27	28	29	30
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	11,210	11,210	22,210
...	...	...	...	...	415	415	415
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...		...
...	...	...	...	...	11,625	11,625	22,625
...	11,885	23,317	2,980	...	12,293	21,923	22,591
96	4,471	12,440	...	4,942	13,165	25,980	35,217
...	826	8,633	...	22,131	840	30,778	3,35,275
...	...	...	...	...	605	605	605
...	...	4,583	...	...	2,600	6,295	6,349
...	...	...	...	...	4,200	4,200	8,075
96	17,182	48,973	2,980	27,073	33,703	89,781	084,112
1,320	1,302	38,676	...	22,989	7,229	66,272	8,92,009
1,181	4,570	41,506	...	52,114	20,663	1,08,532	6,91,073
...	...	5,449	130	7,689	9,216	22,484	43,570
...	...	15,315	...	4,715	6,102	26,132	90,278
2,501	5,872	1,00,946	130	87,507	43,210	2,23,420	17,16,930
...	...	672	...	419	...	1,091	65,952
...	...	...	...	...	...	...	348
...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	226	1,236	1,462	11,314
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	730	...	...	1,223	1,953	2,405
...	...	1,402	...	645	2,459	4,506	80,019
...	...	...	...	...	...	4,784	89,687
...	..	...	...	...	...	1,005	1,065
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	3,324	47,365
...	...	...	...	...	...	49	10,697
...	...	...	...	...	...	...	5,786
...	...	...	...	...	..	88	625
...	...	...	...	...	...	...	...
...	...	...	...	...	...	231	287
...	...	35,773	172	8,312	563	22,312	5,39,101
...	...	1,905	...	1,122	390	2,847	61,313
...	...	...	...	...	...	8,000	45,699
...	..	37,678	172	9,434	953	42,640	8,01,625
2,597	23,054	1,88,999	3,282	1,24,659	91,950	3,71,972	30,29,311

GENERAL TABLE VIII.

Return showing the attendance and expenditure in Hostels or Boarding houses for the official year 1912-1913.

Class of Hostels or Boarding houses.	Number of—		Number of Boarders who are students of—						Expenditure from—				
	Hostels or Boarding-houses.	Boarders.	Arts colleges.	Colleges for professional training.	Secondary schools.	Primary schools.		Special schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and endowments.	Fees.	Total expenditure.
						Upper.	Lower.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government.	71	2,833	79	285	1,775	3	...	691	28,847	...	470	14,261	43,578
2. Managed by Local or Municipal Boards.	385	7,659	...	18	7,026	225	...	390	...	28,076	...	15,900	43,976
3. Managed by Native States.	5	94	...	...	88	6	...	...	...	...	356	...	356
4. Aided by Government or by Local or Municipal Boards.	22	1,949	2	...	1,546	...	...	401	33,864	1,800	44,950	99,069	1,79,683
5. Unaided. ...	140	6,069	1,695	278	3,729	91	7	269	...	...	75,623	1,42,908	2,18,531
Total ...	**623**	**18,604**	**1,776**	**581**	**14,164**	**325**	**7**	**1,751**	**62,711**	**29,876**	**1,21,399**	**2,72,138**	**4,86,124**
For Females.								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government.	10	145	...	3	27	18	16	81	2,611	3,111	...	405	6,127
2. Aided by Government or by Local or Municipal Boards	27	1,873	17	...	1,633	114	50	59	16,084	1,857	66,226	1,77,329	2,61,496
3. Unaided ...	28	2,303	27	...	1,436	204	594	42	...	...	1,00,752	43,935	1,44,687
Total ...	**65**	**4,321**	**44**	**3**	**3,096**	**336**	**660**	**182**	**18,695**	**4,968**	**1,66,978**	**2,21,669**	**4,12,310**
Grand Total ...	**688**	**22,925**	**1,820**	**584**	**17,260**	**661**	**667**	**1,933**	**81,406**	**34,844**	**2,88,377**	**4,93,807**	**8,98,434**

GENERAL TABLE III.

Return of Colleges, Schools and Scholars in the United Provinces for the official year 1912-1913.

For Europeans and Eurasians.

Class of institutions.	Public Institutions. Under Private Management. Aided by Government or by District or Municipal Boards. Number of institutions.	Aided by Government or by District or Municipal Boards. Number of scholars on the rolls on 31st March.	Aided by Government or by District or Municipal Boards. Average number on the rolls monthly during the year.	Aided by Government or by District or Municipal Boards. Average daily attendance.	Unaided. Number of institutions.	Unaided. Number of scholars on the rolls on 31st March.	Unaided. Average number on the rolls monthly during the year.	Unaided. Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.	Number of scholars on the 31st of March Learning. English.	Number of scholars on the 31st of March Learning. A classical language.	Number of scholars on the 31st of March Learning. A vernacular language.	Classification of scholars on the 31st March according to race or creed. Europeans and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Arts Colleges.																							
COLLEGIATE EDUCATION — English	2	11	13	13	3	10	13	12	5	21	21	18	...	21	...	...	...	...	...	...	...	...	...
Total ...	**2**	**11**	**13**	**13**	**3**	**10**	**13**	**12**	**5**	**21**	**21**	**18**	**...**	**21**	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**...**
Secondary Schools.																							
SCHOOL EDUCATION — GENERAL. For Boys, English ... High ...	11	1,696	1,685	1,621	2	140	149	133	13	1,836	1,834	542	1,181	1,788	3	14	14	11	1	5	...	171	...
For Boys, English ... Middle ..	6	552	538	462	1	12	27	26	7	564	564	86	248	550	...	1	9	1	...	3	...	190	...
For Girls, English ... High ...	14	1,287	1,345	1,217	2	82	107	101	16	1,369	1,369	498	218	1,288	22	24	12	10	1	11	1	...	216
For Girls, English ... Middle ...	7	425	417	382	...	...	...	...	7	425	425	24	90	381	11	...	12	4	...	17	...	...	151
Total ...	**38**	**3,960**	**3,985**	**3,682**	**5**	**234**	**283**	**260**	**43**	**4,194**	**4,192**	**1,150**	**1,737**	**4,007**	**36**	**39**	**47**	**26**	**2**	**36**	**1**	**361**	**367**
Primary Schools (Upper).																							
For Boys	5	160	176	153	2	20	24	21	7	180	180	...	42	174	3	...	...	...	...	3	...	68	...
For Girls	2	38	43	34	1	44	25	21	3	82	61	...	7	82	..	...	...	...	...	...	...	...	29
Total ...	**7**	**198**	**219**	**187**	**3**	**64**	**49**	**42**	**10**	**262**	**241**	**...**	**49**	**256**	**3**	**..**	**...**	**...**	**...**	**3**	**...**	**68**	**29**
Schools for Special Instruction.																							
SCHOOL EDUCATION — SPECIAL. Training Schools for Masters ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...
Training Schools for Mistresses...	2	33	43	43	...	...	...	...	2	33	33	...	...	33	...	..	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	1	6	...	...	1	6	...	...	...	6	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	4	37	60	58	...	...	...	...	4	37	12	...	...	37	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	2	35	45	45	3	40	40	40	5	75	75	30	32	73	...	2	...	...	...	...	...	...	...
Other Schools	1	32	30	26	...	...	...	...	1	32	32	...	...	32	...	...	...	...	...	...	..	...	...
Total ...	**9**	**137**	**178**	**172**	**4**	**46**	**40**	**40**	**13**	**183**	**152**	**30**	**32**	**181**	**...**	**2**	**...**	**...**	**...**	**...**	**...**	**...**	**...**
Total of Colleges and Schools of Public Instruction.	56	4 306	4,395	4,054	15	354	385	354	71	4,660	4,606	1,198	1,818	4,465	39	41	47	26	2	39	1	429	396

GENERAL

Return of Expenditure on Public Instruction in the

For Europeans

Objects of Expenditure.	Public In-						
	Under Private						
	Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
COLLEGIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
English	4,092	...	...	2,299	618	3,748	10,757
Total ...	4,092	...	...	2,299	618	3,748	10.757
Secondary Schools.							
SCHOOL EDUCATION—GENERAL. For Boys, English ... High ...	1,06,192	...	560	1,05,616	15,169	59,602	2,87,139
Middle ...	28,817	390	350	8,000	6,447	6,245	50,249
For Girls, English ... High ...	74,399	...	425	1,38,118	11,204	51,915	2,76,061
Middle ..	14,880	...	920	14,028	12,987	11,205	54,020
Toal ...	2.24,288	390	2.255	2,65,762	45,807	1,28,967	6,67,469
Primary Schools.							
For Boys	3,602	...	...	4,533	...	6,072	14,207
For Girls	1,444	...	...	1,468	...	1,858	4,770
Total ...	5,046	...	...	6,001	...	7.930	18,977
Schools for Special Instruction.							
SCHOOL EDUCATION—SPECIAL. Training Schools for Masters ...	...	...	...	...	...	...	...
Training Schools for Mistresses ...	13,842	...	...	3,854	1,508	9,163	28,367
Schools of Art	...	...	...	...	...	...	...
Technical and Industrial Schools...	5,110	...	...	840	...	...	5,950
Engineering and Surveying Schools	...	...	...	...	...	...	...
Other Schools	585	...	...	174	...	765	1,524
Total ...	19,537	...	...	4,868	1,508	9.928	35,841
Buildings	1,15,677	...	...	4,994	...	56,202	1,76,873
Furniture and apparatus (Special grants only).	21,803	...	...	2,113	...	4,000	27,916
Total ...	1,37,480	...	...	7,107	...	60,202	2,04,789
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN, Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...
Other Special Schools... ...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction.	3,90,443	390	2,255	2,86,037	47,933	2,10,775	9,37,833

TABLE IV.

United Provinces for the official year 1912-13.

and Eurasians.

stitutions.										
Management.				Total Expenditure from—						
Unaided.										
Fees.	Subscriptions.	Endowments and others sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources.		Grand Total.
								Private.	Public.	
9	10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	4,092	...	...	2,299	618	3,748	10,757
...	...	...	...	4,092	...	...	2,299	618	3,748	10,757
13,394	...	...	13,394	1,06,192	...	560	1,19,010	59,602	15,169	3,00,533
2,116	...	197	2,313	28,817	390	350	10,116	6,442	6,447	52,562
18,862	...	600	19,462	74,399	...	425	1,56,980	52,515	11,204	2,95,523
...	...	...	...	14,880	...	920	14,028	11,205	12,987	54,020
34,372	...	797	35,169	2,24,288	390	2,255	3,00,134	1,29,764	45,807	7,02,638
673	...	1,104	1,777	3,602	...	...	5,206	7,176	...	15,984
628	...	1,435	2,063	1,444	...	...	2,096	3,293	...	6,833
1,301	...	2,539	3,840	5,046	...	...	7,302	10,469	...	22,817
...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	13,842	...	...	3,854	9,163	1,508	28,367
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	5,110	...	...	840	...	...	5,950
2,977	...	5,338	8,315	...	...	...	2,977	5,338	...	8,315
...	...	...	...	585	...	...	174	765	...	1,524
2,977	...	5,338	8,315	19,537	...	...	7,845	15,266	1,508	44,156
...	...	...	...	1,15,677	...	...	4,994	56,202	...	1,76,873
...	...	...	...	21,803	...	...	2,113	4,000	...	27,916
...	...	...	...	1,37,480	...	...	7,107	60,202	..	2,04,789
...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	4,954	...	...	...	...	...	4,954
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	7,592	...	...	...	...	4,082	11,674
...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	734	...	...	...	...	...	734
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	49,575	...	460	2,10,277	54,524	...	3,14,836
...	...	...	...	62,855	...	460	2,10,277	54,524	4,082	3,32,198
38,650	...	8,674	47,324	4,53,298	390	2,715	5,34,964	2,70,843	55,145	13,17,355

GENERAL TABLE V.

For Europeans and Eurasians.

Return of the Stages of Instruction of Pupils in Public Schools for General Education in the United Provinces at the end of the Official year 1912-1913.

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Reading Printed Books.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Not Reading Printed Books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																				
For Boys { Aided, English...	17	2,248	321	17	338	667	101	768	597	150	747	293	48	341	31	23	54	1,909	339	2,248
For Boys { Unaided, English	3	152	22	3	25	25	5	30	39	13	52	40	...	40	4	1	5	130	22	152
Total ...	**20**	**2,400**	**343**	**20**	**363**	**692**	**106**	**798**	**636**	**163**	**799**	**333**	**48**	**381**	**35**	**24**	**59**	**2,039**	**361**	**2,400**
For Girls { Aided, English...	21	1,712	...	127	127	11	381	392	112	436	548	168	359	527	61	57	118	352	1,360	1,712
For Girls { Unaided, English	2	82	...	6	6	1	24	25	7	29	36	5	5	10	2	3	5	15	67	82
Total ...	**23**	**1,794**	**...**	**133**	**133**	**12**	**405**	**417**	**119**	**465**	**584**	**173**	**364**	**537**	**63**	**60**	**123**	**367**	**1,427**	**1,794**
Total, Secondary Schools	**43**	**4,194**	**343**	**153**	**496**	**704**	**511**	**1,215**	**755**	**628**	**1,383**	**506**	**412**	**918**	**98**	**84**	**182**	**2 406**	**1,788**	**4,194**
Primary Schools— (Upper).																				
For Boys { Aided ...	5	160	...	...	...	...	...	...	39	25	64	50	35	85	7	4	11	96	64	160
For Boys { Unaided ..	2	20	...	..	...	...	...	..	7	2	9	7	1	8	2	1	3	16	4	20
Total ...	**7**	**180**	**...**	**...**	**...**	**...**	**...**	**...**	**46**	**27**	**73**	**57**	**36**	**93**	**9**	**5**	**14**	**112**	**68**	**180**
For Girls { Aided ...	2	38	...	...	...	...	...	...	...	1	1	12	19	31	2	4	6	14	24	38
For Girls { Unaided ...	1	44	...	...	...	...	...	...	1	2	3	10	18	28	4	9	13	15	29	44
Total ...	**3**	**82**	..	...	...	...	...	...	**1**	**3**	**4**	**22**	**37**	**59**	**6**	**13**	**19**	**29**	**53**	**82**
Total, Primary Schools	**10**	**262**	...	...	..	...	...	...	**47**	**30**	**77**	**79**	**73**	**152**	**15**	**18**	**33**	**141**	**121**	**262**
Grand Total ...	**53**	**4,456**	**343**	**153**	**496**	**704**	**511**	**1,215**	**802**	**658**	**1,460**	**585**	**485**	**1,070**	**113**	**102**	**215**	**2,547**	**1,909**	**4,456**

APPENDICES.

PROVINCIAL TABLE A.—*Showing the number of scholars and percentage under instruction in each district for the year ending 31st March 1913.*

District.	Population.			Number of scholars.			Percentage of male scholars to male population of school-going age.	Percentage of female scholars to female population of school-going age.	Percentage of total scholars to total population of school-going age.
	Male.	Female.	Total.	Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10
Dehra Dun ...	120,908	84,167	205,075	4,762	1,069	5,831	26·26	8·47	18·96
Saharanpur ...	541,091	445,268	986,359	18,152	1,129	19,281	22·36	1·69	13·03
Muzaffarnagar ...	444,862	363,498	808,360	15,086	857	15,943	22·61	1·57	13·15
Meerut ...	822,305	697,059	1,519,364	24,294	2,238	26,532	19·70	2·14	11·64
Bulandshahr ...	592,267	531,525	1,123,792	18,619	868	19,487	20·96	1·09	11·56
Total ...	**2,521,433**	**2,121,517**	**4,642,950**	**80,913**	**6,161**	**87,074**	**21·39**	**1·94**	**12·50**
Aligarh ...	629,524	536,156	1,165,680	20,159	2,139	22,298	21·35	2·66	12·75
Muttra ...	361,507	294,803	656,310	11,383	1,748	13,131	20·99	3·95	13·34
Agra ...	557,320	464,527	1,021,847	21,814	3,853	25,667	26·09	5·53	16·75
Mainpuri ...	438,920	358,704	797,624	10,717	1,252	11,969	16·28	2·33	10·00
Etah ...	474,576	397,421	871,997	12,035	1,914	13,949	16·91	3·21	10·66
Total ...	**2,461,847**	**2,051,611**	**4,513,458**	**76,108**	**10,906**	**87,014**	**20·61**	**3·54**	**12·85**
Bareilly ...	593,836	500,827	1,094,663	14,278	2,117	16,395	16·03	2·82	9·98
Bijnor ...	427,153	379,049	806,202	14,490	1,447	15,937	22·61	2·54	13·18
Budaun ...	577,561	475,767	1,053,328	12,218	2,410	14,628	14·10	3·38	9·26
Moradabad ...	676,151	586,782	1,262,933	20,317	2,125	22,442	20·03	2·41	11·85
Shahjahanpur ...	513,562	432,213	945,775	13,117	1,855	14,972	17·03	2·86	10·55
Pilibhit ...	262,002	225,615	487,617	6,272	915	7,187	15·96	2·70	9·83
Total ...	**3,050,265**	**2,600,253**	**5,650,518**	**80,692**	**10,869**	**91,561**	**17·64**	**2·79**	**10·80**
Farrukhabad ...	494,017	406,005	900,022	13,993	2,064	16,057	18·88	3·39	11·89
Etawah ...	416,648	343,473	760,121	12,094	2,124	14,218	19·35	4·12	12·47
Cawnpore ...	623,437	518,849	1,142,286	21,660	1,714	23,374	23·16	2·20	13·64
Fatehpur ...	350,207	326,732	676,939	11,805	404	12,209	22·47	·82	12·02
Allahabad ...	744,382	722,754	1,467,136	24,335	1,657	26,042	21·84	1·53	11·83
Total ...	**2,628,691**	**2,317,813**	**4,946,504**	**83,937**	**7,963**	**91,900**	**21·29**	**2·29**	**12·39**
Jhansi ...	350,192	330,496	680,688	9,394	750	10,144	17·88	1·51	9·94
Jalaun ...	209,525	195,250	404,775	7,581	338	7,919	24·12	1·15	13·04
Hamirpur ...	234,842	230,381	465,223	7,065	420	7,485	20·06	1·22	10·73
Banda ...	332,161	325,076	657,237	10,594	486	11,080	21·26	1·00	11·24
Total ...	**1,126,720**	**1,081,203**	**2,207,923**	**34,634**	**1,994**	**36,628**	**20·49**	**1·23**	**11·05**
Benares ...	451,545	444,799	896,344	32,094	2,593	34,687	47·38	3·89	25·80
Mirzapur ...	358,278	366,523	724,801	11,565	417	11,982	21·52	·76	11·02
Jaunpur ...	576,070	580,184	1,156,254	21,219	740	21,959	24·56	·85	12·66
Ghazipur ...	420,200	419,525	839,725	15,518	802	16,320	24·62	1·27	12·96
Ballia ...	423,694	421,724	845,418	14,685	347	15,032	23·11	·55	11·85
Benares State ...	172,458	174,478	346,936	4,918	6	4,924	19·01	·02	9·46
Total ...	**2,402 245**	**2,407,233**	**4,809 478**	**99,999**	**4,905**	**1,04,904**	**27·75**	**1·36**	**14·54**
Gorakhpur ...	1,604,635	1,596,545	3,201,180	40,595	1,312	41,907	16·87	·55	8·73
Basti ...	926,286	904,135	1,830,421	24,383	730	25,113	17·55	·54	9·15
Azamgarh ...	749,800	743,018	1,492,818	24,399	1,069	25,468	21·69	·96	11·37
Total ...	**3.280.721**	**3,243,698**	**6,524,419**	**89,377**	**3,111**	**92,488**	**18·16**	**·64**	**9·45**
Naini Tal ...	182,875	140,644	323,519	6,143	827	6,970	22·39	3·92	14·36
Almora ...	266,516	258,588	525,104	12,399	955	13,354	31·02	2·46	16·95
Garhwal ...	235,818	244,349	480,167	8,205	201	8,406	23·20	·55	11·67
Total ...	**685,209**	**643,581**	**1,328,790**	**26,747**	**1,983**	**28,730**	**26·02**	**2·05**	**14·41**
Lucknow ...	411,799	352,612	764,411	17,327	1,856	19,183	28·05	3·51	16·73
Unao ...	478,585	432,330	910,915	11,994	322	12,316	16·71	·50	9·01
Rae Bareli ...	510,665	506,199	1,016,864	14,497	325	14,822	18·93	·43	9·72
Sitapur ...	606,339	532,657	1,138,996	13,169	904	14,073	14·48	1·13	8·24
Hardoi ...	609,867	511,381	1,121,248	12,343	1,212	13,555	13·49	1·58	8·06
Kheri ...	511,512	447,696	959,208	10,490	440	10,930	13·67	·66	7·60
Total ...	**3,128,767**	**2,782,875**	**5,911,642**	**79,820**	**5,059**	**84,879**	**17·01**	**1·21**	**9·57**
Fyzabad ...	575,621	578,488	1,154,109	16,113	624	16,737	18·66	·72	9·67
Gonda ...	718,418	693,794	1,412,212	14,405	540	14,945	13·37	·52	7·06
Bahraich ...	544,594	503,083	1,047,677	10,551	218	10,769	12·92	·29	6·85
Sultanpur ...	515,980	532,544	1,048,524	12,952	263	13,215	16·73	·33	8·40
Partabgarh ...	437,183	462,790	899,973	13,612	235	13,847	20·76	·34	10·26
Para Banki ...	564,137	519.730	1,083,867	12,639	968	13,607	14·94	1·24	8·37
Total ...	3,355.933	3,290,429	6,646,362	80.272	2.848	83,120	15·95	·58	8·34
Grand Total ...	24,641,831	22,540,213	47.182,044	7.32,499	55,799	7.88.298	19·82	1·65	11·14
Grand Total for previous year.	24,641,831	22,540,213	47,182,044	6,57 671	54,329	7,12,000	17·79	1·61	10·06

PROVINCIAL TABLE B.—*Giving particulars of Vernacular Primary Schools for boys for the year ending 31st March 1913.*

District.	Number of schools							Number of scholars.							Expenditure on schools	
	Under public management.		Under private management.				Total.	Under public management.		Under private management.				Total.	Under public management.	Aided.
			Aided		Unaided.					Aided.		Unaided.				
	Upper.	Lower.	Upper.	Lower.	Upper.	Lower.		Upper	Lower.	Upper.	Lower.	Upper.	Lower.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
															Rs.	Rs.
Dehra Dun ...	18	28	2	11	..	...	59	228	1,662	20	463	...	..	2,373	8,504	2,488
Saharanpur ...	43	98	4	53	...	...	198	610	5,624	48	1,697	...	...	7,979	27,470	3,944
Muzaffarnagar	52	58	6	74	...	..	190	698	5,786	60	2,503	...	...	9,047	27,252	4,562
Meerut ...	98	99	10	83	...	...	290	1,335	10,076	82	3,088	...	...	14,581	46,214	7,291
Bulandshahr...	93	26	19	95	2	...	235	1,451	6,880	171	3,765	20	70	12,357	30,601	10,808
Total ...	**304**	**309**	**41**	**316**	**2**		**972**	**4,322**	**30,028**	**381**	**11,516**	**20**	**70**	**46,337**	**1,40,041**	**29,093**
Aligarh ...	76	94	12	97	...	...	279	3,164	6,818	325	3,228	...	...	13,535	43,665	6,737
Muttra ...	46	51	29	76	..	...	202	685	5,525	155	3,249	...	...	9,614	22,761	9,006
Agra ...	73	81	17	62	...	5	238	1,313	10,114	506	2,751	...	155	14,839	37,644	6,934
Mainpuri ...	40	71	3	40	...	...	154	596	6,390	14	1,299	...	...	8,299	25,092	3,721
Etah ...	49	56	2	54	...	...	161	911	7,228	10	1,863	...	...	10,012	25,285	5,959
Total ...	**284**	**353**	**63**	**329**	...	**5**	**1,034**	**6,669**	**36,075**	**1,010**	**12,390**	...	**155**	**56,299**	**1,54,447**	**32,357**
Bareilly ...	71	41	7	68	...	...	187	818	5,578	58	2,115	...	...	8,569	30,457	5,595
Bijnor ...	42	59	8	74	...	...	183	758	4,779	155	2,690	...	...	8,382	23,627	5,283
Budaun ...	76	60	11	54	...	1	202	933	5,945	49	2,000	...	31	8,958	26,470	4,581
Moradabad	58	83	2	81	...	...	224	941	7,989	11	2,925	...	...	11,866	41,549	8,522
Shahjahanpur,	45	84	2	45	...	4	180	855	6,975	11	1,506	...	143	9,490	29,445	4,826
Pilibhit ...	48	29	1	35	..	..	113	668	3,407	21	978	...	...	5,074	17,313	2,155
Total ...	**340**	**356**	**31**	**357**	...	**5**	**1,089**	**4,973**	**34,673**	**305**	**12,214**	...	**174**	**52,339**	**1,68,861**	**30,962**
Farrukhabad	46	91	10	76	...	1	224	971	7,795	129	2,820	...	16	11,731	31,648	7,445
Etawah ...	50	69	37	33	1	1	191	705	6,572	159	2,162	7	57	9,662	25,145	7,098
Cawnpore ...	72	110	1	75	...	...	258	1,426	10,061	11	2,373	...	...	13,871	53,713	5,998
Fatehpur ...	58	60	3	52	...	...	173	980	6,346	67	1,556	...	...	8,949	27,100	3,344
Allahabad ...	89	78	..	102	...	...	269	1,178	9,778	...	2,842	...	...	13,798	42,777	10,533
Total ...	**315**	**408**	**51**	**338**	**1**	**2**	**1 115**	**5,260**	**40,552**	**366**	**11,753**	**7**	**73**	**58,011**	**1,80,383**	**34,418**
Jhansi ...	34	107	1	61	...	...	203	421	5,046	8	1,665	...	...	7,140	28,094	5,987
Jalaun ...	45	44	...	40	2	4	135	549	4,251	...	1,059	22	324	6,205	22,631	1,935
Hamirpur ...	28	69	2	39	.	...	138	359	4,261	15	1,092	...	...	5,727	19,419	2,089
Banda ...	46	88	1	65	...	...	200	464	6,432	1	1,831	...	...	8,728	27,262	4,709
Total ...	**153**	**308**	**4**	**205**	**2**	**4**	**676**	**1,793**	**19,990**	**24**	**5 647**	**22**	**324**	**27,800**	**97,406**	**14,720**
Benares ...	77	37	3	130	..	...	247	2,630	13,028	56	6,274	...	...	21,988	56,097	9,429
Mirzapur ...	33	77	1	72	4	36	223	507	5,727	11	2,172	24	1,229	9,670	21,994	5,083
Jaunpur ..	90	31	8	83	6	7	225	1,936	10,471	84	4,125	77	859	17,552	42,861	7,770
Ghazipur ...	56	46	2	89	...	...	193	1,198	8,085	15	3,978	...	...	13,276	27,060	5,578
Ballia ...	67	57	1	52	...	8	185	1,313	8,124	16	2,324	...	353	12,130	36,224	3,112
Benares States,	9	47	...	...	...	..	56	189	4,285	...	...	...	...	4,474	10,208	...
Total ...	**332**	**295**	**15**	**426**	**10**	**51**	**1,129**	**7,773**	**49,720**	**182**	**18 873**	**101**	**2,441**	**79,090**	**1,94 444**	**30,972**
Gorakhpur ...	145	46	44	214	...	1	450	3,072	17,021	433	13,136	...	32	33,694	47,586	20,063
Basti ...	67	73	19	178	...	...	337	1,676	11,775	241	8,370	...	...	22,062	37,816	13,600
Azamgarh ...	113	53	20	192	...	2	380	2,121	10,475	141	7,131	...	145	20,013	39,751	9,272
Total ...	**325**	**172**	**83**	**584**	...	**3**	**1,167**	**6,869**	**39,271**	**815**	**28,637**	...	**177**	**75,769**	**1,25,153**	**42.935**
Naini Tal ...	35	59	...	23	...	...	117	371	3,726	...	631	..	...	4,731	15,478	2,078
Almora ...	60	47	16	50	...	11	184	686	6,718	132	2,540	...	361	10,437	22,733	11,310
Garhwal ...	41	80	2	48	..	17	188	710	4,655	28	1,463	...	430	7,286	19,929	3,664
Total ...	**136**	**186**	**18**	**121**	...	**28**	**489**	**1,767**	**15,099**	**160**	**4 637**	...	**791**	**22,454**	**58,140**	**17,052**
Lucknow ...	54	51	2	84	...	...	191	782	6,812	11	2,640	...	...	10,245	40,343	6,957
Unao ...	62	73	...	79	...	1	215	928	6,574	...	2,213	...	30	9,745	29,866	5,691
Rae Bareli ...	74	63	4	89	...	...	230	1,118	8,641	26	2,916	...	...	12,701	35,109	6,164
Sitapur ...	69	104	1	58	1	..	233	1,038	7,634	11	1,592	5	44	10,324	38,052	3,501
Hardoi ...	49	135	2	56	..	...	242	743	7,719	15	1,738	...	...	10,215	31,035	4,219
Kheri ...	48	70	3	83	...	3	207	857	5,257	30	2.300	...	68	8,512	28.250	5,301
Total ...	**356**	**496**	**12**	**449**	**1**	**4**	**1 318**	**5.466**	**42.637**	**93**	**13,399**	**5**	**142**	**61,742**	**2,02,655**	**31.833**
Fyzabad ...	73	48	2	95	...	...	218	1,513	7,970	37	3,379	...	...	12,899	33,855	7,852
Gonda ...	89	60	4	71	1	3	228	1,343	8,144	43	2,362	5	133	12,030	37,461	7,897
Bahraich ...	65	55	2	34	..	..	156	960	6,573	47	1.229	...	...	8,809	34,023	2,343
Sultanpur ...	71	40	1	79	...	...	191	1,40	7,707	8	2,595	.	...	11,714	30,387	5,078
Partabgarh ...	45	59	4	46	..	7	161	1,214	7,680	72	1,980	...	323	11,269	27,488	5,068
Bara Banki ...	64	83	3	43	1	5	199	1,025	7,418	12	1,362	5	206	10,028	29,360	2,441
	407	**345**	**16**	**368**	**2**	**15**	**1,153**	**7,459**	**45,492**	**219**	**12,907**	**10**	**662**	**66,749**	**1,92,574**	**30,679**
Grand total	2,952	3,228	334	3,493	18	117	10,142	52,351	3,53,537	3,555	1,31 973	165	5,009	5,46,590	15,14,104	2,95 021
Ditto for previous year.	2,598	2,842	360	3,279	24	137	9,240	44 572	2,99,046	3,432	1,26 639	248	5,624	4,79,561	13,31,539	2 58,417

Comparative table of the results of the examinations for the years 1912-13 *and* 1911-12.

		1912-13.	1911-12.
M. A.	Candidates ...	45	39
	Passed ...	31	23
Previous M. A.	Candidates ...	114	89
	Passed ...	50	37
M. Sc.	Candidates ...	17	9
	Passed ...	16	7
Previous M. Sc.	Candidates ...	12	17
	Passed ...	10	15
L. T.	Candidates ...	34	30
	Passed ...	30	28
B. A.	Candidates ...	663	660
	Passed ...	242	281
B. Sc.	Candidates ...	125	104
	Passed ...	62	45
Intermediate	Candidates ...	1,270	1,052
	Passed ...	600	469
Matriculation	Candidates ...	2,067	2,011
	Passed ...	765	702
School Leaving	Candidates ...	1,390	1,189
	Passed ...	608	539
High School Scholarship	Candidates ...	415	455
	Passed ...	130	131
Vernacular Final	Candidates ...	9,968	9,125
	Passed ...	5,609	4,182
Primary	Candidates ...	27,564	25,453
	Passed ...	21,066	19,671
High School examination for Europeans ...	Candidates ...	198	184
	Passed ...	100	122
Middle School examination for Europeans ...	Candidates ...	238	232
	Passed ...	156	135
Middle English examination for girls ...	Candidates ...	167	146
	Passed ...	110	95
Departmental Teacher's Certificate examination.	Candidates ...	32	43
	Passed ...	30	41
Vernacular Teacher's Certificate examination	Candidates ...	303	287
	Passed ...	232	253

ORDERS OF GOVERNMENT.

No. 2205/XV—408 OF 1913.

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Dated Allahabad, the 22nd December 1913.

READ—

The general report on public instruction in the United Provinces for the year ending the 31st March 1913.

OBSERVATIONS.—The year was noticeable for a large increase in the number of scholars in the primary schools. In other branches of education the progress achieved, though appreciable, was not very marked. In the main the period was one of preparation. Programmes were being revised, principles scrutinized and administrative arrangements examined with a view to the general advance which the liberality of the Government of India seems now likely to render possible.

2. As a result of the large grants made by the Government of India 740 new board schools were opened during the year and 188 aided schools, and the enrolment has risen by 62,275 in board, and 5,457 in aided schools. The additional scholars are nearly all at present in lower primary classes. This was inevitable, and it is satisfactory to note that the importance of linking up lower primary classes to upper primary classes is being recognized by the boards which added 353 upper primary schools during the year. The extent of the leeway however to be made up is evidenced by the fact that out of the total number of 541,416 scholars in the primary schools only 55,906 were reading in upper primary classes. For any large advance an increased supply of competent teachers is essential, and the opening of 101 training classes which were sanctioned during the year will aid materially in this direction. But other reforms, new normal schools, the improvement of the middle schools, enhanced salaries, revision of the grant-in-aid system, and a larger and better paid inspecting staff are equally urgent. The whole subject of primary education has recently been examined by a strong representative committee, and the action to be taken on the committee's recommendations is at present under consideration by the Government.

3. The enrolment in anglo-vernacular schools rose from 42,611 to 44,556. The demand for English education continues to increase, and the resources of the schools are being strained in the effort to provide accommodation for all who apply. Much has indeed been effected during the year to improve accommodation. New buildings were completed for the government high schools at Budaun and Orai, extensions were carried out at Saharanpur, Lakhimpur, Partabgarh and Jaunpur, and projects for new buildings and extensions have been prepared. Two new aided high schools and four English middle schools were opened, and grants for additional class rooms aggregating Rs. 3,80,000 were made towards the close of the year to aided schools. The question of increasing the accommodation in the government high schools by the addition of sections and by the

erection of new and larger buildings is under consideration. But it is not the policy of the Government, nor has the Government the means, to provide more than a limited number of government high schools. There is also a definite limit, any departure from which would imperil the whole principle at stake, to the contributions which the Government can make to aided schools. For the present, the existing schools, with the additions now being made or contemplated, are probably adequate to meet the demand for accommodation; but if these demands are to be fully met in the future, it is essential that private generosity should be enlisted for the establishment and endowment of new aided schools.

The need for a new training college was noticed in the review on the report for the year 1911-12. It has since been definitely decided that a second lower grade training college shall be opened, probably at Agra. This will enable large additions to be made to the staff of trained teachers. But the provision of additional training facilities alone will not secure a supply of competent teachers. A revision of the salaries of the staff in both government and aided high schools is urgently demanded. This question is under the consideration of the Government.

Rs. 90,150 were allotted during the year for extensions to, or the construction of, hostels. Further sums aggregating Rs. 3,15,501 have since been allotted and in this important matter the condition of aided schools should soon be fairly satisfactory. Large additions to, and the improvement of, the hostels of government high schools are however required, and numerous projects are under preparation. The question of superintendence has also received attention. The allowances to superintendents of hostels have been standardized, and medical attendance has been provided for the students in all government hostels.

The boarding-houses attached to middle schools for the most part leave much to be desired. With the increased resources which are about to be placed at their disposal, the boards will be in a position to effect some improvement in these buildings, but the demands under this head are so large that liberal assistance will be necessary to place matters on a proper footing.

4. In the matter of female education there is little progress to record. There was an increase of 1,479 in the number of girls under instruction, but almost the whole of this is accounted for by the lower primary classes. In the high, middle and upper primary classes the advance was only from 3,693 to 3,955. The best work is probably that which is being done by the better class aided schools, such as the Kanya Pathshala, Dehra Dun, the Partab Singh school at Moradabad, and the mission schools ; and in the extensions of such schools lies the best hope for the future. The difficulty in securing teachers however and the general indifference of the population as a whole constitute serious obstacles to any rapid progress. The recommendations in this respect of the committee on primary education are now being examined by the Government, and a further pronouncement on the subject will be made before long.

5. The number of students in arts colleges rose by 297. As in the case of secondary schools, there are signs that the problem of accommodation may in the future become pressing. Building grants have recently been made to a number of colleges, but, as observed in the review on the report for the preceding year, if the morale and tone of a college as well as the sympathy and efficiency of its teaching are to be safeguarded, there are clear limits to the growth of mere class accommodation. These limits have in fact been reached already, or very nearly so, in the case of some colleges, and if the demands for collegiate education are to be adequately met in the future, the establishment and endowment of new aided colleges will be necessary. In the meantime however it is doubtful whether the best use is at present being made of the existing facilities. In their desire to attract students, there appears to be a tendency on the part of some colleges to endeavour to provide for the teaching of all subjects, and at all stages, for which the University grants affiliation, and it is questionable whether this tendency is compatible with the best interests of the colleges themselves or financial limitations. Some delimitation of spheres of teaching and a corresponding concentration of resources on definite lines of study appear to the Lieutenant Governor to be desirable.

The year was marked by considerable activity in the provision of hostels. Allotments for the building of new or the extension of old hostels were made from the Government of India's grant to the Meerut, Muir Central, Christ Church and Bareilly colleges, and further grants have been distributed recently to other colleges.

6. The needs of the European schools are at present under examination in connection with the proceedings of the conference held at Simla in July 1912. Enquiries show that in the matter of enrolment little or no change is possible. The existing schools and orphanages are adequate, so far as accommodation goes, for the requirements of the community, and few if any children are left without education. In other directions, however, the improvement of salaries, stipends for teachers under training, assistance to orphanages and provident funds, much yet remains to be done. During the year under review the Government of India's recurring grant of Rs. 47,000 was distributed amongst the schools, and the grants which the liberality of the Government of India has this year placed at the disposal of the Local Government will enable further subventions to be made.

7. A small expert committee was appointed during the year to consider and report on the measures necessary for the encouragement of oriental learning. The popularity of Sanskrit studies, as the increase in the number of candidates for the Acharya, Prathama and Madhyama examinations evidences, shows no signs of waning. The condition of Arabic studies is unfortunately much less promising. In the teaching of both languages, whether in the pathshalas, madrasas or anglo-vernacular schools and colleges, there is much room for improvement. The prospects of those who take up these studies require to be ameliorated; and increased facilities for advanced study on traditional

as well as on Western lines are desirable. As a preliminary step it has been decided to appoint two inspectors, one for Sanskrit pathshalas and one for Arabic madrasas. These inspectors will make a general survey of the field of oriental studies, and their reports will furnish the material for a decision as to the further measures necessary.

8. The Muhammadan community has shared to a smaller extent than the Hindu in the general increase in the school-going population. Excluding private institutions and special schools, the number of Hindu scholars rose by 12 per cent. and that of Muhammadans by 5 per cent. The difference is doubtless due to the fact that the bulk of the increase was in district board primary schools. In collegiate and anglo-vernacular education the Muhammadans have made proportionately more advance than the Hindus. In female education the retrogression noticed last year unfortunately continues. But in education generally the Muhammadan community more than holds its own. In primary schools (other than private institutions) the percentage of Muhammadans is a little less than 16 per cent., a proportion which corresponds roughly with the relative population of the two communities. In secondary schools the proportion is 28 per cent., and in colleges other than oriental $32\frac{1}{2}$.

9. The most satisfactory feature of the year as regards technical and industrial education has been the progress made by the technical schools at Lucknow and Gorakhpur, the school of arts and crafts at Lucknow and the carpentry school at Bareilly. The two former are now well equipped and the installation of the machinery has been most efficiently carried out by the staff of the schools. The first students of the mechanics class to complete the course have passed out from the Lucknow school, and owing to the assistance given by the Chamber of Commerce and more especially by the Hon'ble Mr. Ledgard, President of the Chamber, all have secured appointments. The prospects of employment for the students who will pass out next year from the Lucknow and Gorakhpur schools are also good. The work of the Lucknow school is being expanded by the transfer of the motor drivers' class from Roorkee, and as soon as this has been completed its responsibilities will be further increased by the transfer of the mechanical apprentice class from Roorkee.

The school of arts and crafts has begun well as regards numbers, and proposals are under consideration for the expansion of its activities; it is still too soon to form a definite conclusion as to whether the right class of students has been attracted. The progress made by the Bareilly carpentry school has also been satisfactory and its buildings and plant are being considerably extended.

The experimental weaving station, Benares, is still in its initial stages and its progress has received a severe check by the death of the Principal, Mr. Cook. His loss will also be severely felt in connection with the improvements contemplated in the methods of teaching in the aided weaving schools, the condition of which is not satisfactory.

No progress has been made during the year in the higher branches of technical education which it is proposed to concentrate at Roorkee,

and at Cawnpore. The whole situation has however recently been reviewed in a resolution on which general criticism has been invited and the general lines on which the next advances should be made will be decided on after consideration of all opinions received.

The office of Director was held throughout the period under review by the Hon'ble Mr. de la Fosse, to whom His Honour is indebted for a year's strenuous work.

ORDER—Ordered that a copy of this resolution be forwarded to the Director of Public Instruction, United Provinces, for information.

Ordered also that this resolution be published in the *United Provinces Gazette* for general information.

By order of the Hon'ble the Lieutenant Governor, United Provinces,

S. P. O'DONNELL,

Secy. to Govt., United Provinces.

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

UNITED PROVINCES OF AGRA AND OUDH

FOR THE YEAR ENDING 31st MARCH 1914.

ALLAHABAD:

PRINTED BY W. C. ABEL, OFFG. SUPDT., GOVERNMENT PRESS, UNITED PROVINCES.

1914.

(The maximum limit of pages fixed for this report is 20.)

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ERRATA.

Annual Educational Report, 1913-1914.

Page.	Detail.
6A	Heading of column 18 of General Table III, *for* "institution" *read* "institutions."
„	General Table III, against Private Institutions—Elementary teaching a vernacular only or mainly, *for* "Elementaty" *read* "Elementary."
22A	General Table VII, against Grand Total, column 18, *for* "25,425" *read* "24,255."
24A	Heading of General Table VIII, *for* "or" *read* "for."

General Report on Public Instruction in the United Provinces for the year 1913-14.

SECTION I.

General Summary.

Number of institutions and scholars.

The total number of institutions has risen from 17,580 to 17,656 and that of the pupils attending them from 7,88,298 to 8,19,472. The increase is confined to public institutions, private institutions having declined from 5,464 to 5,095. The percentage of scholars to the population of school-going age has increased from 11·14 to 11·58. For boys it has risen from 19·82 to 20·51 and for girls from 1·65 to 1·81.

Expenditure.

The total expenditure on education from all sources has risen from Rs. 1,21,19,651 to Rs. 1,28,30,090, while the expenditure from provincial revenues has declined from Rs. 48,03,613 to Rs. 46,73,875. Expenditure from district and municipal funds has risen from Rs. 26,57,339 to Rs. 30,24,947 and from Rs. 3,71,972 to Rs. 4,94,896 respectively. There has been an increase in the expenditure from fee income from Rs. 25,06,925 against Rs. 23,32,327 last year.

The table below shows the recurring grants allowed to district and municipal boards out of the grant from the Government of India, during 1912-1913 and 1913-14 :—

	1912-13.	1913-14.	Total.
	Rs.	Rs.	Rs.
For extra teachers in secondary and primary vernacular schools for boys.	1,53,360	76,680	2,30,040
For new primary schools for boys	52,510	27,140	79,650
For closed primary schools for boys	29,710	19,224	48,934
Municipalities for primary education	...	80,000	80,000
Extra training classes	...	54,000	54,000
Total ...	2,35,580	2,57,044	4,92,624

Last year out of the grant of Rs. 2,35,580 allowed to district boards for secondary and primary education Rs. 2,24,195 were spent, leaving a balance of Rs. 11,385 to be spent in 1913-14. It appears that the balance, together with the additional amount of Rs. 1,23,044 sanctioned in 1913-14, has been utilised by the boards in full. Out of the grant of Rs. 54,000 allowed to district boards for training classes about Rs. 40,000 was spent during the year. The grant was not sanctioned till December 1913. There has been an increase of Rs. 34,267 only in expenditure from municipal funds on primary education. It indicates that the municipal boards have failed to spend during the year more than Rs. 35,000 out of the Government of India's grant of Rs. 80,000 sanctioned in June 1913.

Non-recurring grants amounting to Rs. 21,12,800 were given to district and municipal boards for improving accommodation in vernacular middle and primary schools and training classes. These grants could not be spent during the year owing to the lateness of the date at which sanction for their distribution was received. Jhansi is the only district which is reported to have curtailed its budget allotment for primary education. The municipal board of Mau in that district also reduced its educational expenditure.

SECTION II.

COLLEGIATE EDUCATION.

The University.

Administration.

The University has not been inactive during the year, as the long list of changes in and additions to its regulations shows. Among the more important reforms carried through may be mentioned the introduction of practical tests into the examinations in Physics, Chemistry and Biology at the Intermediate stage; the permission granted to candidates who have passed the Intermediate examination to appear in the same examination subsequently in Physics, Chemistry and Biology; the holding of practical examinations in Science in other centres as well as Allahabad; the inclusion of Zoology as one of the subjects in which a Degree of Doctor of Science can be taken; and the abolition, after prolonged discussion, of the curious combination of Logic and Physiology as a group at the Intermediate stage. The list of colleges affiliated in new subjects is not very numerous, but the popularity of Biology is evidenced by three more applications for affiliation in it; and for the first time two colleges have sought and obtained affiliation in Commerce.

Buildings.

The University School of Law has at last a habitation of its own. Its new buildings were opened by His Honour the Chancellor on 21st March 1914. The construction of a University library and a hostel for law students, at a cost of Rs. 2,59,942 and Rs. 1,46,000 respectively, has been undertaken as a result of the Government of India's generous grant of Rs. 5,00,000 to the University for capital expenditure. When these buildings are completed the total expenditure upon University buildings will be upwards of 14 lakhs of rupees.

Examinations.

The following table shows the results of University examinations as compared with those of the previous year:—

Name of examination.	Candidates.		Passes.	
	1913-14.	1912-13.	1913-14.	1912-13.
Final M.A.	61	51	46	36
Previous M.A.	144	127	68	54
D. Sc.	1	...	...	...
Final M. Sc.	11	17	9	16
Previous M. Sc.	26	12	21	10
B. A.	946	890	415	346
B. Sc.	163	170	68	73
Intermediate...	1,906	1,761	845	868
Matriculation	3,904	3,726	1,651	1,375
Final LL.B.	384	400	218	307
Previous LL. B.	471	457	205	301
L. T.	41	42	38	38
Preliminary Scientific	44	30	29	20
First M.B. B.S.	28	26	24	19
Commercial Certificate	4	...	1	...

Income and expenditure.

The report of the Registrar of the Allahabad University makes no comments on the financial position; but the following figures culled from a statement of receipts and disbursements seem to justify the assumption that the position is at present satisfactory. The income from examination fees &c., has brought in Rs. 1,50,454 or Rs. 22,479 more than in the previous year. The actual balance at the end of the year was 68,913 against 39,237 last year. The total expenditure amounted to Rs. 1,71,061. The upkeep of the University buildings, the maintenance of the staff and the cost of furniture and equipment is likely to be a heavy and steadily increasing charge in the years to come, as the work of the University at headquarters expands. It would therefore be unsafe to regard these figures as assuring in the future financial equilibrium.

Arts Colleges.

Colleges and students.

The number of students has risen from 3,621 to 3,876, the bulk of the increase having taken place in aided colleges. The increase is not very

considerable, but it probably represents approximately the number for which colleges were able to find accommodation.

Expenditure.

The expenditure has risen from Rs. 9,15,859 to Rs. 10,01,719 or nearly ten per cent. The decrease in expenditure on Government colleges is chiefly due to leave vacancies. The expenditure on aided colleges has increased from Rs. 1,44,732 to Rs. 1,69,748 under head ' provincial revenues '; from Rs. 1,79, 493 to Rs. 2,11,688 under ' fees '; and from Rs. 1,99,102 to Rs. 2,51,876 under 'other sources.' It is a healthy sign that there has been a considerable increase in the income from fees and other sources. The average cost of educating each student has decreased in Government colleges from Rs. 479 to Rs. 426 while in aided colleges it has increased from Rs. 236 to Rs. 254.

Buildings.

The new buildings for St. John's College, Agra, are still in process of erection, but the main block is ready and is now in occupation. It is a handsome and well designed structure in the Indo-Saracenic style. Agra College has completed an electric installation which provides fans and lighting in the college and professors' bungalows and for the lighting of the two large hostels. Quarters have been erected for a professor in the Bareilly College.

Hostels.

The hostel attached to the Muir College has by certain structural alterations been made capable of containing 52 students. A new hostel called the Hewett Hostel has been erected in connection with the Agra College. The contemplated extensions to the Bareilly College hostel have had to be postponed owing to the inability of the Public Works Department through press of other work to put them in hand. The erection of a hostel for Muhammadan students at the Meerut College has been finished. The number of boarders in arts colleges has increased from 1,820 to 2,152. The most pressing need at present is proper hostel accommodation for the crowd of law students attracted to Allahabad by the University School of Law. The hostel in process of erection, though capable of containing 100 students, will not provide half the accommodation required.

The reports received from individual colleges are full of interesting matter, but in the brief survey of collegiate education possible in the now curtailed annual report on Public Instruction room cannot be found for more than a few short extract. At the Muir College there has been a development which deserves to be described at length in the words of Mr. Dunn, the acting Principal. He writes :—

"During the year the seminar system has been introduced in the B. A. English classes and should perhaps be explained here, as it is new in India or at any rate, in these provinces. During my period of leave in England in 1912 I visited some of the newer Universities such as Birmingham, Manchester, Liverpool and Leeds with a view to examining their methods. I found this seminar system at work in them, but in a more advanced form than we can at present introduce here. A room is set apart and furnished with a special library. In this room a few students work together at their subject and are met by their professor who helps them in original research, teaches the practical use of a library, and generally leads them into more fruitful ways of study than they would adopt for themselves unaided. The work of these seminar classes in England is confined, therefore, to senior research students. It appeared to me that we might adopt this system in our B. A. classes. Accordingly every day, for one period, I meet six B. A. students in a separate room and we work together at some subject of the course. For example, the title for an essay is suggested. I then call for suggestions as to treatment, arrangement of heads &c. The different suggestions are discussed and finally the students draw up under my direction a scheme for the essay. The real value of the period lies in the fact that the students are encouraged to think the matter out for themselves, and are then shown, at the same time, individually, where their own methods fail, and are led naturally to more accurate habits of work both in thought and expression. This seminar work is not confined to essays only but covers the whole ground, including the treatment of unseen passages, annotation, *viva voce* &c.

Taking six students a day, a class of sixty can be given instruction in this way in the course of a fortnight. It is essential that the teacher of a seminar class should be himself well trained and experienced; the work cannot profitably be entrusted to junior professors. The seminar has already proved of great value; the students show a marked improvement in their ability to get good out of a lecture and to use the library."

From Mr. Burrell, the Principal of the Queen's College, I quote the following :—

" Early in the session the college suffered an irreparable loss by the untimely death of Professor Norman. Though comparatively a young man Professor Norman had already won for himself a name in the field of Oriental scholarship, and had he lived would certainly have achieved for himself a great reputation. But it is not only in the learned world that his death will be felt. He will be affectionately remembered as a genial and popular personality, as a

sympathetic and stimulating teacher, as a scholar ever ready to put his knowledge ungrudgingly at the disposal of others. His death has caused regret which is wide, deep and lasting."

With this eloquent tribute all who knew Professor Norman will fully agree. He belonged to a type of officer of whom the I. E. S. has every reason to be proud. By the retirement of Dr. Venis towards the close of the year the long and honourable connection of that officer with the Queen's College has been severed. He was for 14 years a professor there and for 17 years its Principal. Regarding his work as Principal of the Sanskrit College, Benares, a post which he held simultaneously, I again quote from Mr. Burrell:—"As Principal of the Sanskrit College, he was well fitted to maintain the traditions and the prestige of a post occupied by a line of distinguished scholars, and under his regime, not only was the influence of the college as a home of ancient learning greatly extended, but it has become a centre for the higher critical study of Sanskrit." Dr. Venis's active work for oriental learning is happily not yet concluded, for he has recently accepted a fresh post under Government, that of Superintendent of Sanskrit Studies, and he has at the same time been appointed to the newly established chair of Professor of Post-Vedic Culture at the Allahabad University.

The growth of public spirit and a feeling of *esprit de corps* among college students is in some places seemingly somewhat slow and uncertain. While one principal writes:—"A very gratifying feature in connection with our hostels is the slow but steady growth of a public spirit among the boarders, some evidence that they are beginning as a body to discountenance folly and vice. One can only hope that this public opinion once formed may grow until the whole tone or bearing of our students may proclaim its influence." Another is constrained to observe:—"To most of them I fear the college is merely a means to an end, the end being an examination, through which it is the business of the college to get them. They go to the college, because the University insists upon it, but they would much prefer to remain in their own houses, and not a few consider their chances of success would be increased thereby. They want what the University gives, so they must accept its terms, but they will have as little to do as possible with the concrete specimen of those terms, their College, which is to them little more than a rupee extracting institution, which registers their attendance. The lack of any feeling of affection for the place in which they were educated is clearly proved by the frequency with which they migrate."

Upon the wrong methods of study still too much in vogue among students the following is worth quoting from the pen of Mr. Ormerod, acting Principal of Christ Church College, Cawnpore:—

"Judging from the experience of lecture hours the failures in English seem to be largely due to the difficulty of making more advanced students abandon their previously formed habits of cram and passion for providing themselves with verbal paraphrases in preference to using their own intelligence. Attempts were made throughout the year to provide more opportunities by means of fortnightly papers to enable the students to develop their own powers of self-expression"

The year has been a memorable one for St. John's College, Agra, the new buildings of which were opened by His Excellency the Viceroy on January 9th, 1914. I quote from the Principal's report the following description of the ceremony:—

"In a gracious and appreciative speech His Excellency laid stress upon the high ideals set and maintained by a long line of principals, and congratulated the College on the elevation of the latest of these, the Rev. Canon Durrant, to the Bishopric of Lahore. He commented on the need of keeping a practical aim in view in the education which was given, and expressed his special gratification at the inclusion of the commerce course in the range of subjects offered by the college. At the conclusion of the ceremony he inspected the class-rooms, library and hostels, and expressed himself as very much pleased with what he saw. Lady Hardinge who also did us the great honour of accompanying His Excellency, promised the munificent gift of Rs. 1,000 towards the library."

Mr. Davis goes on to record with gratitude the receipt of the following grants from Government towards the cost of buildings:—

	Rs.
Equipment of science laboratories	35,000
Furniture of arts building	10,000
Furniture of library	5,000
Erection of fourth hostel block	35,000
Total ...	85,000

The Central Hindu College has been passing through a critical period. The Principal and four of the professors tendered their resignation over a dispute with the Trustees into which it is not necessary to enter here. The unsettlement caused thereby may have had something to say to the results achieved in University examinations, in favour of which, to use the words of the new Principal, there is little to be said, though one or two students won marked distinction.

In his report on the Sanskrit College, Benares, Mr. Burrell refers at length to the opening of the Saraswati Bhavan or Sanskrit Library. He says:—

"On February 6th the Princess of Wales Saraswati Bhavan or Sanskrit Library was formally opened by His Honour the Lieutenant-Governor. This project of which Raja Munshi Madho Lal, C.S.I., was the chief moving spirit, originated in February 1906, when it was decided to build a library for the better housing of the fine collection of Sanskrit manuscripts belonging to the college and for the encouragement of higher Sanskrit studies. Shortly after, on the occasion of her visit to Benares, Her Royal Highness the Princess of Wales graciously consented to allow her name to be associated with the institution. A subscription list was opened, and contributions including Rs. 30,000 for the building, and Rs. 10,000 for books from His Highness, the Maharaja of Benares, Rs. 34,700 from Raja Munshi Madho Lal and a grant of Rs. 20,000 for furniture from Government, amounting to Rs. 1,21,665 were made. The site was generously given by Rani Dulhin Ram Kuar of Ausanganj. Towards the end of the year under report Government gave a further liberal grant of Rs. 13,000 towards completing the equipment. The Saraswati Bhavan is an ornamental building in stone, designed by Mr. Oertel and admirably adapted to realise the idea of the institution. It provides not only a library, where the Sanskrit manuscripts are securely and suitably housed, but reading and lecture rooms where students of Sanskrit may have opportunities for receiving instruction and for quiet study with ready access to materials for research It is intended to foster higher Sanskrit studies both on Oriental and Western lines, to be a meeting place of the East and the West, of the old and the new, where the traditional learning of the *pandit* may be linked with the scientific methods of critical scholarship. Of the offspring of this union high hopes are entertained."

The long connection of the Reverend Dr. C. L. Bare with the Reid Christian College has, to the regret of all, been severed during the year. He was for 14 years its Principal, and during his time he saw the enrolment grow from 60 to 290 students. It must be a great satisfaction to him to look back upon all he has accomplished, but his friends will feel that the best part of his work lay in the influence for good which he wielded so quietly yet so effectively at all times over his students.

Oriental Colleges and Classes.

The number of students attending these institutions has increased from 1,303 to 1,470. 2,483 candidates appeared in the Acharya, Madhyama and Prathama examinations, of whom 1,139 were successful. It is interesting to note that eleven girl candidates appeared at the Prathama and three at the Madhyama examination. Two passed the Prathama and two the Madhyama. These figures clearly illustrate the growing popularity of the examinations and the increasing labour involved in conducting them.

The senior scholars of the Dar-ul-ulum went out on strike on grounds which are somewhat obscure but were not altogether dissociated from politics. Matters have now been settled but the condition of the institution is not yet quite satisfactory. The enrolment in the institution has risen from 111 to 122. The Chashmai-Rahmat School, Ghazipur, possesses no building of its own and has for years occupied a rented building which is not at all suitable for the purpose. The Mazhar-ul-ulum, Benares, possesses a building of its own, but it does not afford sufficient or suitable accommodation. Arabic and Persian studies cannot well flourish under such condition as the above. Generous benefactions are much needed for their support but are not forthcoming. For the Fazil and Mulla examinations held in December 1913 there were 7 and 44 candidates respectively. Three passed the former and eighteen the latter.

Law Schools and Classes.

The number of classes remained stationary, but the number of scholars attending them has decreased from 676 to 625. The reduction in the number is perhaps no matter for regret. The University Law School is in a flourishing condition, and it is to be hoped, in the interest of legal studies, that the time is not far distant now, when like Aaron's rod it will swallow up the petty law classes which

certain colleges in various parts of the Provinces with dubious wisdom persist in retaining. In its new buildings, with its rapidly growing library and its full staff of professors it is incomparably superior to its rivals.

Thomason Civil Engineering College, Roorkee.

Lieutenant-Colonel Atkinson, Principal of the Thomason Civil Engineering College, Roorkee, reports that great discrepancies had been discovered between the ages of students given for University examinations and those in the college affidavits. A searching enquiry has been made and as a result the system of affidavits has been abolished. Construction works undertaken during the year will add considerably to the comfort and convenience of the staff and students, and the equipment of the laboratories and workshops has not stood still. The college maintains a perpetual struggle to keep itself upto date. The higher division of the Department of Technology still fails to attract Indian students related to capitalists or manufacturers. In the lower division out of 25 admitted 10 only were able 'to stay the course' and lasted out into the 3rd year. For all of these latter apprenticeships have been found. Regarding the Textile class the Principal writes as follows :—

" Only one Indian presented himself for admission at the commencement of the session. The Upper India Chamber of Commerce, however, were asked to interest themselves in this class and 9 European and Anglo-Indian students joined in January as a result of the exertions of the Secretary. This is quite as large a number as can be efficiently trained, and this movement should be a satisfactory one for the domiciled community. The students will be given vacation apprenticeships at the various Cawnpore Mills. A member of the Upper India Chamber of Commerce has been appointed visitor, and a free grant for initial expenses for books and instruments has been granted to those students whose parents are in straightened circumstances."

The Automobile Driver Class has appropriately been transferred to the Technical School, Lucknow.

King George's Medical College, Lucknow.

The following is quoted from a brief note on the King George's Medical College written by the Principal :—

During the year 1913-14 departments for the teaching of Pathology and Medicine were opened in the College under Professors, and two demonstrators of Pathology were appointed.

The teaching staff received further additions by the appointment of a Professor of Obstetrics and Gynaecology. A demonstrator of Materia Medica was also appointed to assisst the Lecturer.

The third session opened on 1st October 1913 and 33 male and two female students were admitted. Of these 3 belonged to the Central Provinces and the remainder to the United Provinces. Three of the male students admitted hold the B. Sc. of the Allahabad University. The number admitted exceeds that of either of the two previous years. Six students left the college during the year for private reasons and two were expelled for misconduct.

The total number of students on 31st March 1914 was—

1st year	35
2nd year	29
3rd year	19
License class	1
	84

Of these 74 are resident in the hostels.

In addition to 18 United Provinces Government scholarships the following were awarded :—

Raja Raghubar Dayal	1
Bhinga Raj Kshattrya	2
Mac Donnell Trust Fund	5
Central Provinces Government	2
Browning Senior	1

University examinations held were the Preliminary Scientific and 1st M. B. In the latter 19 out of 25 candidates were successful and in the former 29 out of 43.

SECTION III.

Secondary Education.

Schools and scholars.

The number of secondary schools of all classes for Indian boys has risen from 563 to 581, there being six more high schools, one less English middle school and 13 more vernacular middle schools. Among the new high schools there are some which have made a very good start and others which seem likely to develop rapidly. The Kali Charan School, Lucknow, which owes its existence to the untiring efforts of the late Rai Bahadur Ganga Prasad Varma, is specially deserving of mention; for it takes high rank already among the aided schools of the province.

The number of scholars in English schools has risen from 44,556 to 46,385. As in the case of collegiate education the number represents practically the limit of available accommodation. In vernacular schools the number has risen from 46,801 to 51,699.

Expenditure.

The expenditure on English schools rose by Rs. 1,54,162, but the increase from provincial revenues is largely due to the payment for the whole year of the special grants which were made to aided schools in the middle of the previous year. There has been a marked increase in the fee income, which has risen from Rs. 7,31,910 to Rs. 8,40,212. Out of the total expenditure on English schools about 45 per cent. is now met from fees. The average cost of educating each scholar in a Government school is 51·8, towards which he pays Rs. 22·6; in an aided school it is 34·5, towards which the scholar pays Rs. 17.

The expenditure on vernacular middle schools has increased during the year from Rs. 4,72,736 to Rs. 5,04,932. The increase is largely due to the entertainment of additional teachers and to the opening of new schools.

Examinations.

The total number of male candidates for the Matriculation examination shows a slight decrease, but the percentage of passes has increased from 37 to 44. Eighteen candidates succeeded in gaining a place in the first division against 10 last year. The percentage of passes in Government schools was 53 against 52 last year. The percentages in aided and unaided schools have arisen from 37 and 26 to 48 and 40 respectively.

During the year 16 scholars who had migrated to Behar schools from high schools in the Ghazipur and Ballia districts appeared in the Calcutta University's Matriculation examination and all passed, 7 in the first, 8 in the second and one in the third division. A case is reported in which a scholar who had been very irregular in attendance and had failed in the Matriculation examination of the Allahabad University in no less than five subjects, appeared at the Matriculation examination of the Calcutta University during the year and passed in the second division. The headmaster of his school remarks that the Matriculation examination of the Calcutta University is considered much easier than that of the Allahabad University. From two inspection divisions in the province come reports that boys reading in classes IX and X are migrating in numbers lately to Behar owing lately to the spreading of this impression.

The number of candidates who appeared in the School Leaving Certificate examination this year was 1,631 against 1,390 last year. The number of candidates rises steadily every year as recognition is given to more schools. The requirements for recognition are more exacting than those for the Matriculation examination. Forty five candidates passed in the first division and 675 in the second division, while two who reappeared in further optional subjects after passing the examination last year were both successful. It is to be hoped that headmasters will encourage candidates in larger numbers to stay on at school with a view to studying fresh optional subjects. This is the fifth year of holding the examination and it is possible now to come to some definite conclusions regarding its effects on the teaching of English. Principals of colleges are finding that students who have passed the School Leaving Certificate examination are, as a rule, better able to understand and converse in English, owing to their superior grasp of it as a spoken language. Five years ago the average school boy's copy was a medley of illegible and slovenly notes; now in at least 80 per cent. of the schools entering for the examination

the importance of neatness and care in written work is well understood. That the improvement can be placed to the credit of this examination is borne out by the following remark of an examiner of experience:—"I have had the opportunity this year of seeing hundreds of papers written by School Leaving Certificate and Matriculation candidates respectively; as regards neatness and care in arrangement and writing the former were decidedly superior." At the same time it is fair to observe that the standard attained by Matriculation candidates is steadily rising.

The number of candidates at the Vernacular Final examination has risen from 10,314 to 10,849. Of these 10,849 candidates 10,486 appeared from these provinces and the remaining 363 from the schools in the neighbouring States. The percentage of passes was 59·38 against 55·66 last year. The schools under public management generally produce the best results. This year they have obtained a percentage of 62·57 against 58·9 last year.

Staff. There were altogether 2,654 teachers in English schools for Indian boys on the 31st March 1914, among whom 556 were graduates and 468 or 18 per cent. were trained. Of the trained teachers 344 or 74 per cent. were in Government schools. Although the number of trained teachers has increased during the year from 410 to 468, the supply is by no means equal to the demand.

The following table shows the number of trained and untrained teachers in each division in Government and aided English schools:—

		Meerut.	Agra.	Rohilkhand.	Allahabad.	Benares.	Gorakhpur.	Lucknow.	Fyzabad.	Kumaun.	Total.
Government schools.	Trained	39	41	49	42	36	16	58	36	27	344
	Untrained	78	68	84	48	56	33	75	66	20	528
Aided schools.	Trained	20	6	3	12	20	2	15	3	5	86
	Untrained	257	156	116	221	149	100	175	28	66	1,268

The annual output from the two existing training colleges is now hardly sufficient to meet the demand for new teachers even in Government high schools. For example, no less than 14 appointments are being held at present in Government schools in the Agra division by temporarily employed untrained teachers. The opening of another training college, which is in contemplation, will no doubt help considerably towards meeting the demand; but until more attractive rates of salaries can be offered in English schools generally the profession of teaching will continue to draw its recruits mainly from among those who can find nothing else to do. This matter is engaging the earnest attention of Government at the present time, and the importance of raising the pay of English teachers in both State and aided schools is not being overlooked.

Vernacular secondary schools are, comparatively, much better staffed, most of the teachers being trained men. Out of the total number of 2,497, 2,147 or 86 per cent. are trained. But the methods of instruction employed by many of these teachers give rise to misgivings as to the value of the training, and the next question which will demand consideration is reform in the system of training at normal schools and training classes. These institutions are becoming antiquated in their methods and are running too contentedly in the old grooves with the result that the teachers turned out from them show a tendency to inelasticity and an inclination to rely upon stereotyped and obsolete methods.

The special grant made by the Government of India enabled the district boards to raise the salaries of teachers in vernacular schools to the minimum prescribed by Government for these institutions, but the inequality of the grading and the blocks in promotion have thereby become only the more marked. The majority of teachers are in the lowest grade and on an actuarial basis many are never likely to obtain promotion therefrom.

Buildings. Anglo-vernacular schools. New buildings have been erected for the Government high schools at Etah and Mainpuri; the construction of a new manual training block at the Government High School, Bareilly, has been taken in hand; the new buildings for the Government high schools at Shahjahanpur and Pilibhit are well on the way to completion; and extensions of class-room accommodation have been made

in certain Government high schools. As regards aided schools new buildings have been erected for the City Anglo-vernacular High School, Allahabad, the Reid Christian Collegiate School, Lucknow, the Aminabad School, Lucknow and the Mission School, Farrukhabad. In all these cases the buildings are good and suitable. That of the Reid Christian Collegiate School is the largest in the province and in many respects a model of what such a building should be. Extensive additions and alterations have been made at several other schools.

Vernacular schools.

It is a general complaint that the buildings of vernacular middle schools are often quite unsuitable and seldom sufficiently commodious. Something has been done during the year to remedy defects in the more glaring cases, but a great deal of money would have to be spent before any appreciable impression could be made in the provinces as a whole upon the state of accommodation. At the close of the year, however, a special grant of Rs. 5,00,000 was made by Government for distribution to the boards towards the cost of improving vernacular middle school buildings.

Hostels.

New hostels have been provided at the Government high schools at Etah and Mainpuri, the St. John's Collegiate School, Agra, and the Mission School at Farrukhabad. Additions and alterations have been made at certain Government, aided and unaided schools. On the whole hostel accommodation for scholars reading in English schools is less in arrears than other educational requirements and it probably compares favorably with conditions in other parts of India. The hostels attached to vernacular middle schools on the other hand cannot be said to be either suitable or sufficient. The Inspector of Schools, Rohilkhand division, writes :—"The present boarding accommodation is not satisfactory in any district. A number of new boarding houses is required and improvements and extensions are desirable in most of the existing ones." These remarks are more or less applicable to all other divisions of the province. The position is becoming critical, for the demand for accommodation is steadily rising and study up to the middle standard is reported to be much impeded in some districts by the want of room in existing hostels. With the anticipated rapid increase in the number of schools and scholars a shortage of teachers who have passed the Vernacular Final examination would be disastrous.

School committees.

The working of the school committees appointed in connection with Government high schools is not reported to be very satisfactory. The Inspector of Schools, Allahabad division, writes :—

"It is disappointing to have to record that these committees show no signs of real vitality and that the interest of the members is superficial and ephemeral. From the reports received it is only too evident that these committees have not performed any particularly useful function and that it is only rarely that a member takes the trouble of visiting the school. On the contrary there have been cases in which they have shown a tendency to interfere with the discipline of the school by passing orders exempting from payment of fees indolent boys against the recommendation of the headmaster."

In no division is the Inspector able to speak of their work in high praise.

SECTION IV.

PRIMARY EDUCATION.

Schools and scholars.

The number of primary schools for Indian boys has increased from 10,151 to 10,439. There has been a comparatively rapid growth in the number of schools teaching up to the upper primary standard, the number having increased by 193. Of the 10,439 primary schools about two thirds are managed by district or municipal boards. Most of the new schools have sprung up in municipal areas and are either aided or maintained with the help of the special grant made by the Government of India for primary education. Although the total number of primary schools in the United Provinces has increased, there are no less than ten districts which show a decrease in the number. The most conspicuous is the Azamgarh district, where 64 less schools have been returned. The decrease is generally confined to aided schools and is attributed partly to plague and scarcity and partly to the withdrawal of assistance from schools which ought never to have been aided. It is to be hoped that the end has at last been reached of wholesale reductions due to this latter cause.

The number of scholars attending primary schools has increased from 547,354 to 566,033, the bulk of the increase having taken place in upper primary schools. The districts which have not contributed to this increase are Bulandshahr, Muttra, Etah, Mainpuri, Shahjahanpur, Ghazipur, Ballia, Gorakhpur, Azamgarh, Rae Bareli, Sultanpur and Partabgarh. The Benares district stands easily first with an increase of 4,021 scholars, in spite of a decrease of 10 schools. The Chairman, District Board, Benares, writes:—"The increase could easily have been doubled or trebled if this had been desirable from a financial point of view. The great point is that the increase is entirely in the higher classes, the numbers in preparatory sections having actually declined by 1, 500." The fall in the number of scholars in most of the districts mentioned above is attributed to the prevalence of plague and scarcity. The Chairman, District Board, Aligarh, says:—"This fall is attributed to scarcity, the effects of which have naturally been more apparent in rural than in urban areas. In some villages, moreover, boys have been withdrawn from school to assist in procuring fodder."

Expenditure.

Expenditure on primary schools managed by district and municipal boards has risen from Rs. 15,02, 885 to Rs. 16,89,042 and that on aided schools from Rs. 3,01,961 to Rs. 3, 14, 807. The increase in the expenditure is partly due to the maintenance for a full year of the schools started in the middle of last year and partly to the special grant of Rs. 80,000 given to municipalities, under Government Resolution No. 2333, dated the 25th June 1913.

Upper and lower primary stages.

Out of a total number of 6,417 schools managed by district and municipal boards 3,161, or nearly half are now teaching up to the upper primary standard, and there are twenty-two districts in which the number of upper primary exceeds that of lower primary schools. In Bulandshahr out of 119 schools 100 are upper primary, and in Jaunpur 108 out of 137. The number of scholars in the upper primary stage has risen in board schools from 52,351 to 58,232 or more than 11 per cent.

Aided schools.

The unsatisfactory condition of aided schools still continues to be a common complaint; but boards are beginning to appreciate the fact that money spent on worthless institutions is money wasted, and aid is now being given with more discrimination. Mr. Pearson's plan of levying contributions from villages towards the support of schools maintained therein by the district board seems to be gaining favour elsewhere. In the Bijnor district, for example, it has been made compulsory for every manager of a private school desirous of securing a grant-in-aid to deposit a sum with the District Board equal to at least half the teacher's salary for six months. This is paid to the teacher along with the grant-in-aid. When the amount thus deposited is exhausted the manager is asked to make a fresh deposit of the same amount. The plan at any rate ensures that the teacher is paid his full salary regularly every month and it also deters the bogus manager with no real interest in the school from applying for a grant.

A year of scarcity and high prices is particulary fatal to aided schools. In the best of years many of them provide in gifts and cash barely enough for the teachers to live upon. When hard times come the emoluments fall below the level of subsistence, and the unfortunate teacher must seek other employment or starve. In the circumstances a decrease of 659 scholars in aided schools is no matter for surprise. The Inspector of Schools, Gorakhpur division, writes :—

"This was a very trying year for the low typed aided schools. The effect of drought could not be felt so severely by any one as by the low paid aided school teachers. The majority of them are reported to get Rs. 3 as grant-in-aid in the Azamgarh district. Famine seems to have deprived them of the extra support they used to get from the village people in the shape of fees and food. Such schools are doomed to fail in famine stricken area."

It should be noted that in this division alone the decrease of scholars in aided vernacular schools was no less than 3,737.

Schools for depressed classes.

There is very little demand yet among the lower castes for the kind of education given in vernacular schools. Heroic efforts were made in the Benares district to overcome this apathy. Four schools for the depressed classes were opened and a special sub-deputy inspector was appointed for three months by the board to explain to the parents the need of educating their children. Schools for the depressed classes have also been opened by the municipalities at Jaunpur, at Tanda in the Fyzabad district and at Nawabganj in the Bara Banki district. The District Board, Naini Tal, too, is doing its best to spread education among the backward classes living in the Tarai; but its efforts meet with very small response, except in the case of the Tharus in the south-east of the district.

Staff.

The provision of teachers is reported in several districts to be not nearly equal to the demand. The Inspector of Schools, Gorakhpur division, remarks :— "In some schools one teacher has to take up 50 or more boys. The slowness of the progress of the boys specially in the infant classes retards the popularity of education among the masses." The Chairman, District Board, Benares, writes :— "The total enrolment in this district being 24,204 if we allow an average of 30 pupils per teacher there should be 807 teachers. As a matter of fact there are 653." There are now 12,605 teachers of whom 5,026 or 40 per cent. are trained. The Agra division has the largest number of trained teachers, 705 out of 1,434 or nearly 50 per cent. In the Gorakhpur division 31 per cent. only are trained. In aided schools only 67 out of 4,299 are trained teachers. The remedy is to raise the wages of the teacher to a figure at which he can secure the social standing and conveniences of life to which his calling entitles him.

Buildings.

Something has been done by boards to improve accommodation in their schools, but it has been found impossible to keep pace with the demands ; and the inadequacy of accommodation and unsuitability of buildings generally still give rise to almost universal complaint. The Inspector of Schools, Benares division, writes :—"The primary schools of the Benares district are very badly off in respect of buildings. Almost all the schools of this district require extension and not less than forty schools require new buildings. Some of the most over-crowded buildings have been relieved by putting up temporary *chhappars*." The chairman of one district board voices a general grievance when he remarks upon the difficulty which his board finds in getting competent and trustworthy contractors to carry out its building work. He says :—

"The district board contractors are bad and the P. W. D. has so much other work that it is not very ready to take up comparatively small works, and there is at present some doubt as to how the large building grants given by or shortly expected from the Government are to be utilised quickly and profitably by the board. This building question is one of the most serious which the board has to face, and no solution of it is at present in view. It is all the more serious because the buildings are badly needed and education cannot long be expected to flourish in the cramped, ill-lighted and ill-ventilated hovels which occasionally do duty as schools."

Another chairman writes :—"The construction of primary schools has been retarded by the extraordinary difficulty experienced in finding contractors. Nor has it been found possible to obtain hired or borrowed accommodation of a suitable character." Here again the remedy is better wages. Reliable supervision cannot be obtained unless men are adequately paid. The Chairman, District Board, Aligarh, remarks regarding the kind of building which should be provided for primary schools :—

"Experience tends however to show clearly that economy lies in the use of really good materials for construction; and the Board think that so far as the insistent demands for new schools in new localities allow, the real interests of rural education in the future will be most truly served by building fewer, but more durable buildings."

Towards the close of the year a sum of Rs. 14,99,400 was distributed by Government among district and municipal boards to assist them in providing better accommodation for their schools.

School gardens.

Mr. Fremantle's proposal to start school gardens in connection with primary schools in the district of Allahabad is worthy of mention. He writes :—

"It is proposed to start school gardens in most of these schools with the immediate objects of (*a*) making the surroundings of the school attractive, (*b*) providing materials for observation lessons and (*c*) interesting the boys in the processes of nature, and it is hoped ultimately to make use of plots in some schools as demonstration farms in consultation with the Agricultural Department. A beginning has been made by providing flower seeds for sowing both in the summer and autumn seasons and also by sending two teachers to the Cawnpore farm to undergo a practical course of instruction in agriculture under Mr. Burt who has kindly agreed to supervise it."

Mr. Fremantle's interest in primary education and his eagerness to devise means for popularizing it and placing it upon a more practical basis deserve the thanks of the Department and his experiments will be watched with great interest. Though not new, even in these provinces, they have probably never had so enthusiastic a promoter; for Mr. Fremantle is not sparing himself in the effort to make them a success.

School committees.

The value of school committees is variously estimated. For instance one chairman writes :—"The bulk of the committees do nothing, and I cannot say that their constitution has brought to light any instances of local interest that would otherwise have remained concealed. I do not say that later on a universal system of school committees may not be useful, but I certainly do think that at present they tend to defeat, rather than advance, their own object, namely the enlistment of genuine co-operation on the part of the public." The Inspector of Schools, Gorakhpur division, says :—"Village school committees are practically doing no work and the members are reported to be apathetic." The Inspector of the Allahabad division remarks :—"School committees are being formed in connection with the old, as well as new schools in the Allahabad district under the guidance of the Chairman of the District Board, Mr. Fremantle, who attaches great importance to them in the matter of expansion of primary education." Regarding these committees Mr. Fremantle himself writes :—"Committees have been or are being constituted for all district board schools. Their duties are :—To discuss and propose changes in the list of holidays, the time of vacations and the school hours, to recommend boys for exemption from the payment of school fees, to grant casual leave to the teachers, to arrange for the repairs and other necessities of the school and to supervise its working generally."

General.

The half-time system in lower primary schools of which so much has been said at various times is being given a determined trial by the Chairman, District Board, Allahabad. He writes with regard to it :—

"A second important change is the introduction of the half-time system in nearly half the schools in the district for the boys in the lower primary and preparatory sections. I found that in most parts of the district education up to the upper primary standard is the monopoly of certain classes—zamindars, traders, writers and a proportion of high caste tenants. Substantial cultivators of respectable castes do not send their children at all, or, if they do, they take them away as soon as they begin to be useful in the fields. It was thought that if the boys were accustomed from the first to attend school for only half the day they might be allowed to continue to attend after they have become useful to their parents, and that while acquiring a competent knowledge of the three rs they may at the same time have the opportunity of learning from their parents their hereditary occupation of agriculture. It was also obvious that small boys cannot possibly concentrate their attention for the long hours they now sit in school and that much of the time spent there is wasted. I therefore with the assistance of the sub-deputy inspectors selected a number of schools in which the boys are drawn almost entirely from the agricultural population and issued instructions directing that the boys be divided into two batches according to convenience some coming in the morning and some in the afternoon but none being allowed to stay the whole day. Neither the teachers nor the parents generally are at present in favour of the plan, though some of the latter approve it; but I intend that it should be given a fair trial. If it succeeds, subsidiary advantages are that even giving more individual attention more boys can be taught by one teacher and that there is a considerable saving in school space. It is hoped in course of time to extend the system to the upper primary standard also."

How far the decrease in the numbers in primary schools in this district may be due to this innovation can only be surmised, but attendance has fallen from 13,644 to 13,320. Mr. Fremantle ascribes the decrease mainly to other causes; but it will be necessary to exercise caution in extending the experiment.

The death of Pandit Chhabi Nath Misra, Assistant Inspector of Schools, Kumaun division, after an illness which compelled him to take long leave, deprived the Division of an officer who during the short period of his elevation to the post of Assistant Inspector had displayed qualities that fully justified his selection.

SECTION V.

Training Institutions.

Training College, Allahabad.

The number of students under training was much the same as last year, *i.e.*, 33, but this year there was only one woman student. The most important change made during the year under report has been the addition of history, geography and mathematics as subjects in which special courses are provided. These special courses are greatly appreciated by students. They enable men who have specialised in any subject for their arts or science degree to continue their study of the subject with special reference to the methods of teaching it in schools. They include lectures on the teaching of the subject in its application to the conditions of Indian schools, independent investigation by students of the methods adopted in western countries, demonstration lessons and preparation by students of class-room aids. Thirty-three students appeared in the examination for the University Licentiate in Teaching and 30 passed. The direct method of teaching English has been introduced into class III of the practising school. The results have been very encouraging, and it is proposed to start work on the same lines in class IV.

Training College, Lucknow.

At the close of the year under report there were 44 students on the rolls of the college, of whom 33 were in the final class and 11 in the preparatory class. Twenty-eight students went up for the diploma examination and all passed, ten in the first division—a very creditable result. The raising of the value of stipends from Rs. 10 and Rs. 12 per mensem to the uniform rate of Rs. 15 per mensem has resulted in a noticeable improvement in the quality and quantity of those seeking admission to the college. The conduct of the students was very good throughout the session.

Training institutions for mistresses in European schools.

At the training class examination of 1913, eight candidates appeared from the training class at All Saints' College, Naini Tal, and all passed and five from Woodstock College, Mussooree, of whom four passed. The report of the examiners shows that the work is being done on sound lines and it specially praises the co-operation of the class teachers in the practising work.

Normal schools for masters.

There were on the 31st March 1914, 515 students in the six normal schools as compared with 499 in 1913. The work done at these institutions is thorough and painstaking, but the methods are rather too stereotyped and the courses are not in all respects suitable to present day needs. The system of training will form the subject of a Departmental inquiry and, as a result, a thorough overhauling may be expected. Two hundred and fifty-three candidates appeared from these schools in the Vernacular Teachers' Certificate examination of whom 216 or 85 per cent. were successful. During the year under report the necessary alterations in the building of the Normal School, Allahabad, which had been long under consideration, have been carried out.

Training classes.

The number of training classes has increased during the year from 112 to 184 and the number of pupil-teachers in them from 663 to 1,096. Funds have been allotted for the opening of still more training classes. With these additions it is hoped that the supply of trained men will before long become equal to the demand. The training consists largely of practice in teaching with junior classes. Not much time is devoted to theory. It is therefore important that the number of students in the training class should not be larger than the practising school can provide ample practice for. This essential point is sometimes overlooked. One thousand and forty-five candidates appeared at the final examination of whom nine hundred and four succeeded in satisfying the examiners.

Training institutions for mistresses in Indian schools.

The number of women students under training shows a slight increase in almost every institution. The training classes for anglo-vernacular teachers are the least successful in attracting students owing, it is alleged, to there being various other careers open to girls who know English. As regards the classes for training secondary vernacular teachers the number of students has increased at the Normal School, Lucknow, the C. M. S. Mission School, Sigra, and the M. E. Mission School, Moradabad. It is still, however, very difficult to obtain candidates with sufficient general education to profit by the course of training; but this year, for the first time on record, three students who have passed the Vernacular Final

examination, have joined the Normal School, Lucknow. The progress of the training classes for primary teachers attached to model schools is disappointingly slow, but the better arrangements which are gradually being made for housing the students will, it is hoped, attract them to the profession of teaching in larger numbers. There is an increasing tendency among widows to study with a view to becoming teachers. A case is mentioned in which a widow who was turned away from a training class as unsuitable threw herself down a well in her distress. She was fortunately rescued. As regards the employment of widows as teachers the Chairman, District Board, Farrukhabad, writes:—"The objection to widows is—and this is the ugly fact I think it is foolish to ignore—that their moral reputation is frequently not above reproach." Apart from the training proper there is a genuine effort at self-improvement among the teachers themselves. It has been much stimulated by the award of stipends to those who having passed a Departmental standard examination study for a higher one.

SECTION VI.

TECHNICAL AND INDUSTRIAL EDUCATION.

Organization.

There was no permanent incumbent of the post of Director of Industries during the year. The work of inspection of industrial schools was carried out by officers of the Educational Department, and that of aided weaving schools by the Principal of the Experimental Weaving Station, Benares, and his staff.

Technical School, Lucknow.

The name of this school has been changed from Government Industrial School to Government Technical School on the recommendation of the school committee. The former name was open to some misconception. The total number of students in the school was 85 of whom 28 were in the mechanics section, 28 in the junior section, 15 in the artisan class, 5 in the painting and polishing class, and 9 in the automobile driver class. Of the 85 students 47 were scholarship holders and 22 boarders. Five students passed through the mechanics class at the end of May 1913. Four students who passed the mechanics class last year were found apprenticeships at Cawnpore through the assistance of the Upper India Chamber of Commerce. Five students who passed through the artisan class are employed as turners, fitters and carpenters.

During the year the automobile driver class was transferred from the Thomason College, Roorkee, to the Technical School, Lucknow, and 9 students were undergoing instruction in the first part of the course. Considerable improvements have been effected in the school of late and it is now very well equipped with machinery for its purposes. As regards the work at the school the Officiating Director of Industries writes:—"I visited the school on two occasions during the year and found the discipline, tone and standard of instruction all of a high order. This school now appears to be doing very useful work and reflects credit on the headmaster." I can endorse this estimate from personal knowledge.

Technical School, Gorakhpur.

The name of the school at Gorakhpur has also been changed from Industrial to Technical School. There were 70 students on the rolls, of whom 27 were in the mechanics class, 32 in the junior class and 11 in the artisan class ; 41 were scholarship-holders. The first batch of 7 students who have completed the course in the mechanics class have obtained apprenticeships. The workshop equipment has been greatly improved during the year, but a good deal still remains to be done. There is a night-class attached to the school with 86 scholars on the rolls. The Agent and officers of the Bengal North-Western Railway are taking considerable interest in the night-class for Europeans which is progressing satisfactorily. The Officiating Director of Industries visited the school on two occasions and found the teaching and discipline generally good. He writes :—"The workshop instruction is of a high order. The school has made distinct progress and is each year attracting a better class of boys." The work at the school has struck me as well planned and carefully carried out.

School of Arts and Crafts, Lucknow.

There were 112 students on the rolls of the School of Arts and Crafts on the 31st March 1914. The average attendance during the year was 100. From August 1914 the school fees have been doubled, but this has had no adverse effect on admissions. In his annual report the Principal of the school writes :—

> "It is not fully realised (especially by district and municipal boards who are nominating boys from their districts to this school) that there are only two reasons for a boy's enrolment. First that he is following the occupation of some caste, and wishes to avail himself of the training in that trade given in the school ; or secondly that he finds himself specially gifted in drawing and wishes to adopt some profession as a means of livelihood whereby he can turn his special gift to account."

The difficulty is perhaps at present not so much to find as to induce the right class of student to undergo a course of training at the school. Final orders of Government have now been received as regards technical subjects to be taught in the school and a revised prospectus is in the press. Lithography, art printing and carpet weaving have been added to the subjects already included. The Officiating Director of Industries writes :—"The school has now probably undertaken as many subjects as it can possibly handle for some years even with the addition of a vice-principal and, in my opinion, no further extensions in the scope of the school should be

permitted until further experience has been obtained and a thoroughly trained staff of assistant masters and instructors built up." With this observation I am in entire agreement.

The addition of two wings to the main building to provide for the museum and lithography sections are nearing completion. As an experimental measure evening classes were started in the school during the year. The early results are not very encouraging, but it has been decided to continue the classes for another session.

A constant difficulty experienced in recruitment at the school is the low standard of drawing among applicants for admission, due to the inadequate supply of qualified teachers in our schools. The excellence of the work turned out is therefore all the more praiseworthy.

Government Carpentry School, Bareilly.

At the close of the year there were 41 scholars in the Carpentry School, of whom 14 were in the first year junior class, 16 in the second year junior class, one in the second year senior, two in the first year carpenters' (artisan class) and 8 in the second year artisan class. Fewer admissions were made to the artisan class during the year, owing to the high wages earned by ordinary working carpenters in Bareilly. It is, however, satisfactory to note that the artisans who joined in 1912, stayed on for the second year of their course. Great difficulty is, at present, experienced in procuring suitable instructors, as there is no institution in India affording the requisite training. Additional buildings for the new carpentry workshop, drawing office, polishing shop, smithy, timber drying shed, engine room and sawing shed, have been completed during the year. Additional equipment of hand tools to the value of Rs. 5,023 has been received.

The number of scholarships awarded at the school has been reduced and, the Director of Industries reports that the reduction has on the whole given satisfactory results and led to enhanced keenness. It is interesting to note that the junior class are now doing better work than the artisan class and show signs of becoming really good workmen. This section is recruited from all castes and creeds ; if the school succeeds in turning out good workmen from classes previously looked upon as non-artisan, it will have more than justified its existence on this ground alone. Of the work done at the school, the Director of Industries writes :—

"I have seen some of the work and it has been very well carried out. The headmaster has also passed on orders for heavy work to local firms, giving them such advice and assistance as has been necessary, and in this way is bringing them in touch with the school and dispelling the idea that the school is a competing factory. I visited the school on three occasions and found the discipline and tone good. The school is now doing good work and is a great credit to Mr. Kinns who has had an up-hill task."

I regard the school as one of the most promising experiments made in the United Provinces in the direction of technical education. It appears to be supplying a real want.

Weaving Station, Benares.

There were 56 students on the rolls of the Weaving Station on the 31st March 1914. Only one of the students was a weaver by caste, but several students in the artisan section have definite connections with the local weaving industry. Instructions have been issued that the admissions to the weavers' class should be more closely scrutinised in future, since the class is intended for working weavers. Up to the present no definite idea seems to have been formed as to the class of employment for which boys in the ordinary course are being trained. The school suffered a great loss in October last by the sudden death of the Principal, the late Mr. Cook, at a particularly critical time in its career and just when it seemed about to be making some progress. Mr. Cook's wide knowledge of plain and fancy weaving would have been of the greatest value to this institution and to the district weaving schools. He was intensely devoted to his work and struggled hard under adverse conditions to make the school a success.

The weaving equipment from England has been received and is now in use. The supply is reported to be far from satisfactory. The Stores Department took upon itself to order all the looms from one maker, instead of from several makers as specified, with the result that the intended variety of types was not obtained ; unnecessary duplication of looms of the same type and width occurred ; whilst the equipment is incomplete in several respects. In addition much of the machinery was badly packed and breakages and damage by sea water were excessive. The attention of the Director General of Stores was drawn to this and free replacement of some items has been asked for.

Weaving Schools.

Speaking generally the weaving schools cannot be regarded as very successful institutions, but the Director of Industries believes that with more expert guidance, from the Weaving Station, Benares, they may yet justify their existence.

Technical teaching in primary schools.

An experiment of the District Board, Bahraich, in introducing technical teaching deserves mention. The Chairman writes:—

"In order to test whether there was any real demand for technical teaching the Board with the assistance of the Municipal Board opened a carpenters' school in May 1913 and appointed an instructor, a *mistri* obtained from the Punjab, on Rs. 40 per mensem. Carpentry was chosen as Bahraich is a district where wood is easily available. It was thought that with a good supply of wood, an excellent opportunity for the development of carpentry work presented itself. I regret to say that in spite of all my efforts the carpenters actually asked for their boys to be paid to attend, and outside the carpenter class only two or three pupils presented themselves. Accordingly with reluctance the school was closed in December 1913."

Agricultural College, Cawnpore.

The following is taken from the report of the Principal, Agricultural College, Cawnpore:—

In accordance with the Government orders the students nominated for Kanungoship ceased to be educated at the college after the Annual Examination in September 1913.

Those who had already passed the 1st and 2nd year examinations, *i.e.*, 27 and 28 respectively completed a survey course in other districts and for those recently nominated a Kanungo school was started, which is for the present domiciled in some of the college buildings until quarters can be found for them elsewhere.

The remaining students in the second and third years proceeded with their course and a new class of 10 was admitted, three of whom are sons of well-to-do zamindars.

The course was extended from 2½ years to 3 years, in consequence of which the Diploma Examination usually held in March will be held in September.

SECTION VII.

FEMALE EDUCATION.

Schools and scholars.

At the close of the year there were 1,361 institutions for Indian girls as against 1,348 last year. There has been an increase of 68 in public institutions and a decrease of 55 in private institutions. Many of the latter, like private schools for boys, are ephemeral institutions unable to survive hard times. The chief increase has taken place among schools managed by district and municipal boards. Their number has risen from 415 to 479. It is gratifying to note that among vernacular schools the number of model schools classed as secondary has risen from six to nine, of district board schools from two to three and of aided schools from ten to seventeen. Among English schools there are six aided high schools instead of five. The number of girl scholars has increased from 53,795 to 59,107 including 14,522 girls in boys' schools.

Expenditure.

The expenditure on schools for Indian girls has increased from Rs. 4,61,803 to Rs. 5,01,443. The increase is largely due to the opening of new schools and to the raising of certain vernacular schools to the middle standard.

Collegiate education.

The Isabella Thoburn College, Lucknow, is the only institution in these provinces which teaches beyond the Matriculation class. There were 30 college students on the rolls on the 31st March 1914, of whom 7 were Anglo-Indians, 16 Indian Christians, five Hindus and two Muhammadans. Five candidates appeared at the B. A. examination from this college of whom three were successful. Twelve appeared in the Intermediate and seven passed.

Secondary education.

The number of English schools has increased by one and the number of scholars in them from 3,585 to 3,710. The number of girls reading in the high section is still very small, being no more than 75 in all. Of these the large majority are Christians. With few exception the schools in which English is taught belong to Christian Missions. As regards the remainder their history is mainly 'a record of inconstant purpose' and the success achieved is consequently small. Meanwhile their difficulties are increased by the violent fluctuations in income from private sources and the steady rise in the rates of salaries of women teachers in all classes of schools. At the Partab Singh School, Moradabad, English was taught for sometime, but when the committee decided to limit the teaching of it to those who paid fees, four pupils only were ready to continue to learn. There has been an increase of eleven middle vernacular schools and of 1,112 scholars therein. Eighty-six girls appeared from these provinces in the Vernacular Final examination and 29 passed. The result may not be regarded as brilliant, but, when the difficulties under which girls study are remembered, it is not discreditable.

Government has decided that it will not pioneer English education for girls, though it is ready to assist private effort generously. The cost would be great and the number at present desiring or needing to study English is small and composed mainly of those who can afford to keep governesses. Unfortunately private effort flags and enthusiasm is fitful; so that schools which seem to have entered upon a career of prosperity are liable unaccountably to sudden decline. The ardour of promoters is apt to be damped by wavering support and the consequent difficulty of maintaining financial equilibrium. Apathy and unconcern succeed in quick succession to outbursts of zeal for the cause. An instance of unusual success is that of the Arya Kanya Pathshala, Allahabad; an instance of the reverse is that of the Kanya Pathshala, Meerut, of which so much was hoped at one time that the Government Model school was closed to give it freer scope.

Primary education.

The number of upper primary schools has increased from 210 to 226 and that of lower primary schools from 795 to 836 while the number of scholars has increased by 2,162. For want of accommodation and of staff admissions had to be refused in some of the model schools. The Chief Inspectress writes:—"That more children could be secured there is no doubt were more accommodation and teachers provided, as it is little *ummedwars* equipped with scraps of slate and tattered primers persist in crowding into the corners of certain of the schools where the headmistress is popular with the towns people." Type-plans for model school buildings have been drawn up during the year. One of the

best buildings lately erected is that at Lakhimpur constructed by the efforts of the local female education committte. At Fyzabad a new building has been generously presented by Babu Dewan Chand.

It is sometimes complained that too much money is spent on the machinery for inspection of girls' schools and too little on the schools themselves. Those who preach the doctrine that inspection is overdone may well ponder over the following remarks by the Chairman of the Agra District Board :—"For the progress made in girls' education in this district the board owes its warm thanks to Miss Chambers to whose untiring efforts so much of the hopeful result is due. With her to advise and inspire, and perhaps some day a lady to work under her on inspection work in the Agra district alone, there is every reason to look forward to a considerable expansion of this work, the most hopeful of all the boards activities." The Chairman of the Naini Tal District Board says in the same connection :—"It cannot be said that female education in this district is making any progress. This is entirely a matter of the popular attitude which if it can be influenced at all, must be influenced by agencies outside the board's."

It is unnecessary to say more in regard to the dearth of competent teachers than that it remains comparatively as great as ever. Though the number available is slowly increasing, the demand is advancing far more rapidly.

Female education committees.

Female education committees though still in existence show, with very few exceptions, hardly any signs of vitality. The following description given by a chairman of a district board of the working of one in his district might be applied to almost all of them:—"The female education committee meets occasionally and discusses female education. It never seems to arrive at any definite conclusion not to make any feasible suggestions."

Visiting governesses.

The system of visiting governesses which has been upon its trial for some years must now be pronounced a failure. It is practically unworkable on the lines upon which it was advocated, and where it still persists it is reported to be doing little or no good. Those who can afford to engage governesses should themselves pay for the privilege of having their girls taught at home; those who cannot should send them to school.

SECTION VIII.

EDUCTION OF SPECIAL CLASSES.

Europeans and Anglo-Indians.

The total number of institutions for Anglo-Indians returned this year is 73 against 71 last year. There is no actual increase in the number of institutions, but two or three schools have returned their higher departments as arts colleges or special schools. As these departments are not affiliated to the University in arts and are not special schools, the Inspector will be instructed to discontinue the practice of showing them as separate institutions. The number of scholars has increased from 4,660 to 5,038. The numbers reading for University examinations show a noticeable increase this year, especially among men. The Inspector offers the following remark upon the figures for men and women :—

"The number of women prosecuting higher studies has always hitherto been greater than that of men and according to the present returns is so still, but the disparity is lessening. It may in time disappear and with it an anomaly that is perhaps to be found in no other country in the world. That this anomaly should appear among the domiciled community is a very curious feature which it is not quite easy to explain. It may even have a sinister aspect as showing failure on the part of the community to realise where their interest lies, but perhaps there is more in it than that. Very likely the comparative ease with which a parent could place his boy fairly well in the past without higher education may have contributed to the general attitude of indifference. If so, the closing of some of these avenues may not have been an unmixed evil, if indeed it was an evil at all. Driven now to exert themselves the members of the community may be expected to accomplish something and indications are not wanting that they will. In any case every lad that starts life with a good education and perhaps a degree is likely to add to the leaven already at work in raising the general level. Education of the right stamp leads to activity and to the mentally alert all things are possible."

Whether or not the closing of avenues of employment can be regarded wholly with complacency by the domiciled community, there can be no question that higher education is an unmixed good for as many as can obtain it. But the opening of a hostel at Allahabad for Anglo-Indian students studying for University examinations at the Muir College, the better salaries now offered to teachers of good academic qualifications and the selection of a deputy collector annually from among the best educated young men of the community may have as much to do with the changing attitude towards higher education as anything else.

Expenditure.

The total expenditure direct and indirect was Rs. 14,33,476 against Rs. 13,17,355. The greater part of the increase occurred under the head "Provincial revenues" and was met from the Government of India's recurring grant of Rs. 80,000 and from the non-recurring grant of Rs. $5\frac{1}{2}$ lakhs sanctioned for 3 years, the main items of increase being about Rs. 20,000 for supplementary grants, Rs. 28,547 for liquidation of debts and Rs. 28,725 for building and furniture. The expenditure from fees has increased by about 6 per cent.

Examinations.

The total number of candidates in the high school examination was 200 against 198 last year, but the number of middle school candidates fell from 246 to 219. The Registrar, European schools examinations, ascribes the decrease in the latter to the permission given to European schools to prepare candidates for the the Cambridge Local examinations. The number of candidates for the primary scholarship examination remained the same as last year. As regards results both boy and girl candidates in the high school examination did better this year than in the previous year. Schools generally did well in the middle school examination. A centre for the local examinations of the Cambridge University was instituted in Naini Tal in December 1913, with the Inspector of European schools as local secretary. The total number of candidates who appeared at the centre was 43.

Colvin Taluqdars' School, Lucknow.

There were 55 names on the rolls of the Colvin School during the year. At the beginning of August 7 boys were reading in the Matriculation class, but through no fault of the school none of them appeared in the University examination. I was struck, when I visited the school, by the careful and thorough way in which the interests of each individual scholar were being attended to both in and out of school. When the junior boys reach the top of the school there should be a noticeable improvement in the results achieved in the final examination; but whether the parents will have learned by them to realize the importance of regular attendance for their sons, and whether it is wise to regard the Matriculation examination of a

university as the goal to be aimed at are matters upon which doubt may be entertained. The classes in agriculture continue, and twice a week the junior boys are taken round the grounds for purposes of nature study. The electric installation, to which a reference was made in the last year's report, is now in regular use.

Hindus and Muhammadans.

The total number of Hindus in educational institutions of all kinds has increased from 631,578 to 656,032 or 4 per cent. and that of Muhammadans from 142,003 to 147,149, also by 4 per cent. It is significant that the increase among Muhammadans took place in public institutions. Their numbers in arts colleges show a noteworthy increase of 180 students or 14 per cent. in comparison with an increase of 214 students or 6 per cent. among Hindus. The Muhammadan Anglo-Oriental College, Aligarh, accounts for a considerable proportion of the increase. There has been a slight decrease of Muhammadans in private institutions owing partly to the fact that many *maktabs* have adopted the Departmental standards and are returned in consequence as public institutions. The following table should serve to dispose of the constantly reiterated allegation that Muhammadans are not being fairly treated in the matter of appointments in the educational Department.

Number of Muhammadans in employment in October 1906.		*Number of Muhammadans in employment on 1st April* 1914.	
Inspectors		Inspectors	1
Assistant Inspectors	1	Assistant Inspectors and Special Inspectors	2
Deputy Inspectors	6	Deputy Inspectors	7
Sub-Deputy Inspectors ...	10	Sub-Deputy Inspectors ..	29
Head Masters	...	Head Masters	4
Teachers	133	Teachers	196
Total ...	150	Total ...	239

SECTION IX.

MISCELLANEOUS.

Physical and moral education.

The schools being now rid of the incubus of the annual tournament are devoting more attention to the physical education of the students as a whole than to concentrating upon the training of picked athletes and the preparation of teams to win renown at those displays. It is perhaps still premature to assert that professionalism in games has entirely disappeared, but there is little doubt that its spirit no longer dominates the playing fields to anything like the same extent that it used to do. Religious education is imparted in all Mission schools and in some Government and aided schools. Opinions differ as to its results. The discipline and conduct of scholars is generally reported to be satisfactory. In vernacular schools drill forms part of the regular routine of physical training and in some cricket and football are also played.

Private institutions.

The number of private institutions has fallen from 5,464 to 5,095, but the enrolment has increased from 94,129 to 95,239. The figures may indicate merely the unreliability of the returns, but at any rate the tendencies noticed last year are again evident: the elementary and Koran schools have declined while Arabic and Sanskrit schools have increased. The Inspector of schools, Agra division, writes:—"No less than 140 private institutions disappeared during the year. It is difficult to attribute this to any other cause than the ephemeral nature of such schools which depend entirely on private support. Many of them are bound to wither or die during times of scarcity." A suggested reason for the decrease in the number of elementary and Koran schools is that many of them are adopting the standards recognised by Government and therefore passing over to the category of public institutions.

Text-book committee.

Fifteen meetings were held by sub-committees of the Text-book Committee during the year under report, and nine-hundred and eighty-three publications, including maps, atlases and charts, as detailed below, were considered by the sub-committees:—

English and History 390, Mathematics and Science 273, Urdu, Persian and Arabic 94, Hindi and Sanskrit 169, and education and teaching 57.

ALLAHABAD:
The 28th October 1914.

C. F. DE LA FOSSE, M.A.,
Director of Public Instruction,
United Provinces.

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GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the United Provinces of Agra and Oudh at the end of the official year 1913-14.

(For details see General Table III.)

Area and population.			Institutions and scholars.	Public Institutions.								Private Institutions.		Grand Total.	Percentage of
				Collegiate Education.		School Education, General.			School Education, Special.		Total of Public Institutions.				
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools. Upper.	Primary Schools. Lower.	Training Schools.	All other Special Schools		Advanced.	Elementary.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1,07,267	Towns ... 418 Villages 106,023 Total 106,441	Males 24,641,831 Females 22,540,213 Total 47,182,044	Institutions. For Males.	35	9	601	3,511	6,933	191	97	11,377	1,050	3,828	16,255	15·27 Institutions to number of towns and villages.
			Institutions. For Females.	5	...	85	231	836	17	10	1,184	5	212	1,401	1·32
			Total ...	**40**	**9**	**686**	**3,742**	**7,769**	**208**	**107**	**12,561**	**1,055**	**4,040**	**17,656**	16·59
			Scholars. Males	5,286	1,142	1,00,745	2,92,107	2,62,560	1,617	5,250	6,68,707	21,977	67,454	7,58,138	Male scholars to 20·51 male population of school-going age.
			Scholars. Females	60	6	8,290	16,634	30,059	139	338	55,526	365	5,443	61,334	Female scholars 1·81 to female population of school-going age.
			Total ...	**5,346**	**1,148**	**1,09,035**	**3,08,741**	**2,92,619**	**1,756**	**5,588**	**7,24,233**	**22,342**	**72,897**	**8,19,472**	11·58

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces of Agra and Oudh for the official year 1913-14.

(For Details see General Table IV.)

	Total Direct Expenditure on Public Instruction.								Total Indirect Expenditure on Public Instruction.								
	Collegiate Education.		School Education, General.			School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	Total Expenditure on Public Instruction.
				Primary Schools.													
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper.	Lower.	Training Schools.	All other Special Schools.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1.—Institutions. For Males...	10,24,417	6,07,219	28,13,199	11,75,499	8,66,782	1,86,502	4,95,768	71,69,386	1,60,361	97,545	5,42,848	2,78,024	23,82,920	2,79,199	9,77,569	47,18,466	1,28,30,090
For Females	29,370	...	6,21,640	1,06,856	1,19,538	54,388	10,446	9,42,238									
Total ...	**10,53,787**	**6,07,219**	**34,34,839**	**12,82,355**	**9,86,320**	**2,40,890**	**5,06,214**	**81,11,624**	**1,60,361**	**97,545**	**5,42,848**	**2,78,024**	**23,82,920**	**2,79,199**	**9,77,569**	**47,18,466**	**1,28,30,090**
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—18 to Total Provincial Expenditure on Public Instruction.	8·06	11·52	21·49	·85	·12	2·48	6·47	50·99	·91	2·09	11·11	2·65	24·98	4·61	2·66	49·01	100·00
(*b*)—Percentages of Local Fund Expenditure included in columns 2—18 to Total Local Fund Expenditure on Public Instruction.	·36	...	11·44	32·23	22·24	3·45	·31	70·03	...	...	·54	2·24	25·64	·34	1·21	29·97	100·00
(*c*)—Percentages of Municipal Expenditure included in columns 2—18 to Total Municipal Expenditure on Public Instruction.	2·46	...	19·84	19·66	32·42	·43	·71	75·52	...	...	·91	1·13	19·80	1·24	1·40	24·48	100·00
(*d*)—Percentages of Total Expenditure in columns 2—18 to Total Expenditure on Public Instruction.	8·21	4·73	26·77	9·99	7·69	1·88	3·95	63·22	1·25	·76	4·23	2·17	18·57	2·18	7·62	36·78	100·00

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces of Agra and Oudh for the official year 1913-14—concluded.

(For details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							
	Collegiate Education.		School Education, General.			School Education, Special.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools. Upper.	Primary Schools. Lower.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8	9
3. Average annual cost of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions. Cost to Provincial Revenues ...	219 9 0	961 10 4	27 5 10	11 14 0	10 9 9	180 12 8	88 4 2	66 13 6
Government Institutions. Cost to Local and Municipal Funds	...	...	0 3 2	0 1 2	0 6 11	0 2 1	...	0 2 5
Total Cost ...	**275 5 1**	**996 10 1**	**47 13 8**	**12 0 4**	**11 0 8**	**182 1 7**	**94 3 9**	**84 1 1**
Local Fund Schools. Cost to Provincial Revenues ...	...	...	0 0 11	...	...	...	...	0 0 1
Local Fund Schools. Cost to Local Funds ...	...	...	7 1 10	3 12 2	3 6 8	97 3 4	13 3 0	4 4 0
Total Cost ...	...	...	**10 12 1**	**4 5 1**	**4 5 5**	**97 11 2**	**13 3 0**	**5 4 4**
Municipal Schools. Cost to Provincial Revenues ...	...	...	4 5 4	...	...	...	...	0 5 5
Municipal Schools. Cost to Municipal Funds ...	...	...	17 0 1	5 5 3	6 6 0	146 4 4	10 12 11	6 13 4
Total Cost ...	...	...	**34 12 9**	**5 14 4**	**7 0 11**	**146 4 4**	**10 12 11**	**8 12 8**
Institutions in Native States. Cost to Native State Revenues ...	...	...	21 13 11	0 8 6	5 3 2	131 13 4	2 5 1	6 6 5
Institutions in Native States. Cost to Local and Municipal Funds	...	...	...	...	...	...	...	...
Total Cost ...	...	...	**23 4 1**	**0 8 6**	**5 4 1**	**131 13 4**	**12 3 10**	**6 11 4**
Aided Institutions. Cost to Provincial Revenues ...	52 14 9	...	16 8 7	0 6 11	0 0 5	180 11 0	23 2 2	4 9
Aided Institutions. Cost to Local and Municipal Funds	6 13 2	...	1 5 4	2 3 3	2 0 7	0 13 3	6 0 2	2 0 10
Total Cost ...	**198 15 8**	...	**52 6 6**	**4 14 7**	**2 8 2**	**353 12 9**	**77 4 5**	**17 0 11**
Unaided Institutions—Total Cost.	**143 5 8**	**79 5 4**	**52 14 1**	**7 8 10**	**2 11 2**	**348 6 5**	**231 3 8**	**42 12 1**
All Institutions. Cost to Provincial Revenues ...	72 6 8	456 12 2	9 8 4	0 2 3	0 0 4	66 11 0	56 10 0	3 8 3
All Institutions. Cost to Local and Municipal Funds	4 7 7	...	4 3 4	3 11 11	3 0 11	61 6 11	2 6 9	3 10 10
Total Cost ...	**202 7 11**	**515 0 5**	**32 8 11**	**4 7 8**	**3 9 11**	**138 13 6**	**94 11 7**	**12 15 6**

GENERAL

Return of Colleges, Schools and Scholars in the

Class of institutions.	Public Under Public Manage-							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
COLLEGIATE EDUCATION. English	2	527	530	450	...	...	...	...
Oriental	2	382	364	265	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	...	...	...	...	...	...	...	...
Medicine	1	84	69	69	...	...	...	...
Engineering	1	345	361	361	...	...	...	...
Teaching	2	77	79	74	...	...	...	...
Agriculture	1	17	51	44	...	...	...	...
Total	9	1,432	1,454	1,263	...	...	...	...
Secondary Schools.								
SCHOOL EDUCATION, GENERAL. For Boys. High Schools	47	13,534	13,436	11,995	4	1,073	1,080	953
For Boys. Middle Schools. English	...	...	...	...	8	1,139	1,131	981
For Boys. Middle Schools. Vernacular	6	796	748	607	374	49,032	46,430	36,801
For Girls. High Schools	...	...	...	...	...	...	...	...
For Girls. Middle Schools. English	...	...	...	...	1	96	87	55
For Girls. Middle Schools. Vernacular	9	883	864	605	3	257	215	146
Total	62	15,213	15,048	13,207	390	51,597	48,943	38,936
Primary Schools.								
For Boys. Upper	...	...	...	...	3,140	2,75,287	2,55,399	2,02,517
For Boys. Lower	3	124	108	91	3,205	1,43,327	1,33,114	1,05,649
For Girls. Upper	42	2,804	2,559	1,921	104	4,611	4,069	3,065
For Girls. Lower	11	445	391	293	369	11,397	10,390	7,784
Total	56	3,373	3,058	2,305	6,818	4,34,62	4,02,972	3,19,015
Schools for Special Instruction.								
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	6	515	508	491	184	1,096	1,079	1,052
Training Schools for Mistresses.	8	51	45	43	1	6	5	4
Schools of Art	1	155	153	133	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...
Medical Schools	2	281	230	227	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	4	422	388	331	1	16	16	12
Commercial Schools	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...
Reformatory Schools	1	118	120	110	...	...	...	...
Other Schools	45	2,018	2,011	1,672	1	67	62	45
Total	67	3,560	3,455	3,007	187	1,185	1,162	1,113
Total of Colleges and Schools of Public Instruction.	194	23,578	23,015	19,782	7,395	4,87,404	4,53,077	3,59,064

TABLE III.

United Provinces for the official year 1913-14.

Institutions.							
ment.				Under Private Management.			
Maintained by Native States.				Aided by Government by District or Municipal Boards.			
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17
...	...	...	...	13	2,636	2,581	2,110
...	...	...	...	14	947	831	662
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	27	3,583	3,412	2,772
1	468	465	326	61	19,933	20,013	17,738
2	222	213	183	51	7,587	7,251	6,240
4	321	311	260	13	1,374	1,298	1,020
...	...	...	...	20	2,167	2,187	2,005
...	...	...	...	30	3,070	2,889	2,546
...	...	...	...	17	1,664	1,596	1,152
7	1,011	989	769	192	35,795	35,234	30,701
21	2,664	2,218	1,685	334	18,348	17,560	14,159
48	2,947	2,442	1,973	3,522	1,17,532	1,10,339	92,042
...	...	...	...	83	4,030	3,653	2,720
...	...	...	...	434	11,258	10,623	8,266
69	5,611	4,660	3,658	4,373	1,51,168	1,42,175	1,17,187
1	6	6	6	...	...	...	...
...	...	...	...	7	77	87	82
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	2	35	39	38
...	...	...	...	27	1,010	919	813
...	...	...	...	2	133	158	129
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
1	23	25	15	12	959	893	678
2	29	31	21	50	2,214	2,096	1,740
78	6,651	5,680	4,448	4,642	1,92,760	1,82,917	1,52,400

GENERAL

Return of Colleges, Schools and Scholars in the

Class of institutions	Public institutions—(*concluded*). Under Private Management—(*concluded*). Unaided. Number of institution.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.	Number of scholars on the 31st of March learning— English.	A classical language.	A vernacular language.
1	18	19	20	21	22	23	24	25	26
COLLEGIATE EDUCATION.									
Arts Colleges.									
English	7	713	745	639	22	3,876	3,799	1,920	...
Oriental	2	141	153	96	18	1,470	170	1,352	118
Colleges or Departments of Colleges for Professional Training.									
Law	4	625	619	467	4	625	625	..	...
Medicine	...	...	...	...	1	84	...	...	...
Engineering	...	...	...	...	1	345	...	...	...
Teaching	...	...	...	...	2	77	77	...	27
Agriculture	...	...	...	...	1	17	17	...	...
Total ...	13	1,479	1,517	1,202	49	6,494	4,688	3,272	145
SCHOOL EDUCATION, GENERAL.									
Secondary Schools.									
For Boys. High Schools ...	10	3,130	3,134	2,763	123	38,138	36,233	13,594	40,097
For Boys. Middle Schools English...	17	1,775	1,682	1,393	78	10,723	8,287	2,534	11,455
For Boys. Middle Schools Vernacular	3	176	118	106	400	51,699	...	...	51,699
For Girls. High Schools ...	2	114	131	123	22	2,281	1,879	681	1,062
For Girls. Middle Schools English ...	3	224	216	202	34	3,390	1,373	117	2,888
For Girls. Middle Schools Vernacular	...	...	...	...	29	2,804	...	...	2,804
Total ...	35	5,419	5,281	4,587	686	1,09,035	47,772	16,926	1,10,005
Primary Schools.									
For Boys ... Upper ...	16	908	825	642	3,511	2,97,207	469	126	2,96,806
For Boys ... Lower ...	155	5,019	4,411	3,602	6,933	2,68,949	12	897	2,68,040
For Girls ... Upper ...	2	89	77	75	231	11,534	175	...	11,386
For Girls ... Lower ...	22	570	542	44[illegible]	836	23,670	...	...	23,670
Total ...	195	6,586	5,855	4,759	11,511	6,01,360	656	1,023	5,99,902
SCHOOL EDUCATION, SPECIAL.									
Schools for Special Instruction.									
Training Schools for Masters	...	...	...	...	191	1,617	...	30	1,617
Training Schools for Mistresses.	1	5	5	5	17	139	59	...	106
Schools of Art ...	1	5	6	5	2	160	...	..	...
Law Schools	...	...	...	...	...	...	...	...	...
Medical Schools ..	...	...	...	...	2	281	...	...	...
Engineering and Surveying Schools.	3	30	31	29	5	65	65	...	16
Technical and Industrial Schools.	2	293	271	218	34	1,741	261	...	516
Commercial Schools ...	1	5	5	5	3	138	...	...	...
Agricultural Schools ...	...	...	...	...	...	..	...	...	...
Reformatory Schools ...	...	...	...	...	1	118	...	...	118
Other Schools ...	1	18	17	16	60	3,085	36	396	2,515
Total ...	9	356	335	278	315	7,344	421	426	4,888
Total of Colleges and Schools of Public Instruction.	252	13,840	12,983	10,826	12,561	7,24,233	53,537	21,647	7,14,940
PRIVATE INSTITUTIONS									
1. *Advanced teaching*—									
(*a*) Arabic or Persian ...					551	12,274	32	11 6 4	618
(*b*) Sanskrit					504	10,068	2	9,746	320
(*c*) Any other oriental classic					...	...	...	..	...
2. Elementary, teaching a vernacular only or mainly. For Boys					2,160	40,390	2,064	[illegible]	37,656
2. Elementary, teaching a vernacular only or mainly. For Girls					90	2,053	24	1	2,024
3. Elementary, teaching the Koran. For Boys					1,214	18,675	...	18 10[illegible]	566
3. Elementary, teaching the Koran. For Girls					118	1,016	.	[illegible]	78
4. Other schools not conforming to departmental standards. For Boys					454	10,652	5,206	9[illegible]	5,152
4. Other schools not conforming to departmental standards. For Girls					4	106	...	...	106
Total ...					5,095	95,239	7,328	42,209	46,520
Grand Total ...					17,656	8,19,472	60,865	63,856	7,61,460

TABLE III.

United Provinces for the official year 1913-14—(concluded).

Classification of scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.		
		Brahmans.	Non-Brahmans.						
27	28	29	30	31	32	33	34	35	36
74	69	822	1,877	1,032	...	1	1	3	...
...	...	967	81	422	...	...	...	...	...
...	6	128	352	138	...	1	...	...	...
3	1	30	44	6	...	...	...	5	...
69	2	49	185	39	1	...	...	...	...
...	3	29	26	19	...	...	...	1	...
1	...	5	9	2	...	...	...	...	...
147	81	2,030	2,574	1,658	1	2	1	9	...
1,909	781	7,531	19,390	8,428	32	25	42	201	...
499	626	2,014	5,248	2,305	11	16	4	162	...
...	128	14,247	27,141	10,140	18	...	25	62	...
1,346	809	38	48	23	...	16	1	...	295
513	2,235	208	345	72	...	15	2	...	315
...	128	464	1,613	599	...	...	...	...	...
4,267	4,707	24,502	53,785	21,567	61	72	74	425	610
123	363	86,153	1,71,550	38,536	46	1	435	5,285	...
...	426	71,932	1,57,208	38,323	55	3	1,002	6,604	...
159	180	2,291	7,030	1,870	2	2	...	...	185
...	297	5,252	14,175	3,927	19	...	...	...	215
282	1,266	1 65,628	3,49,963	82,656	122	6	1,437	11,889	400
...	4	706	636	269	...	...	2	...	...
29	52	22	17	19	...	...	...	...	...
6	1	17	73	63	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	51	48	155	27	...	...	...	...	...
65	...	...	...	...	...	...	...	...	...
148	381	128	646	345	...	1	92	24	...
8	25	27	52	26	...	...	...	6	...
...	...	...	...	...	...	...	...	...	...
...	1	9	59	49	...	...	...	...	...
36	6	632	2,104	305	...	...	2	31	...
292	521	1,589	3,742	1,103	...	1	96	61	...
4,988	6,575	1,93,749	4,10,064	1,06,984	184	81	1,608	12,384	1,010
...	4	37	327	11,906	...	...	...	164	1
...	13	8,792	1,263	...	...	...	...	32	...
...	...	...	...	...	...	...	...	...	...
...	2 052	7,576	24,566	5,988	...	...	178	1,183	...
...	257	337	1,217	247	...	...	...	...	43
...	...	7	81	18,587	...	...	...	941	...
...	...	...	...	1,016	...	...	...	...	43
...	282	2,150	5,778	2,413	2	...	27	225	...
...	10	22	66	8	...	...	...	...	...
...	2,648	18,921	33,298	40,165	2	...	205	2,545	87
4,963	9,223	2,12,670	4,43,362	1,47,149	186	81	1,813	14,929	1,097

GENERAL TABLE III A.

Number of scholars on the 31st March, classified according to sex, race, or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
COLLEGIATE EDUCATION—									
Arts Colleges—									
English	Male	40	50	822	1,872	1,030	...	1	1
	Female	34	19	...	5	2	...	...	...
Oriental	Male	...	...	967	81	422	...	...	...
	Female	...	...	...	...	...	...	...	...
Colleges for Professional Training—									
Law	Male	...	6	128	352	138	...	1	...
	Female	...	...	...	...	...	...	...	...
Medicine	Male	...	...	30	44	5	...	...	...
	Female	3	1	...	...	1	...	...	...
Engineering	Male	69	2	49	185	39	1	...	...
	Female	...	...	...	...	...	...	...	...
Teaching	Male	...	2	29	26	19	...	...	...
	Female	...	1	...	...	...	...	...	...
Agriculture	Male	1	...	5	9	2	...	...	...
	Female	...	...	...	...	...	...	...	...
Total		147	81	2,030	2,574	1,658	1	2	1
SCHOOL EDUCATION—GENERAL—									
Secondary Schools—									
For Boys—									
High Schools	Male	1,710	780	7,531	19,389	8,428	32	25	42
	Female	199	1	...	1	...	...	...	...
Middle Schools—									
English	Male	337	626	2,014	5,248	2,305	11	16	4
	Female	162	...	...	...	...	...	...	...
Vernacular	Male	...	128	14,234	27,097	10,135	18	...	25
	Female	...	...	13	44	5	...	...	...
For Girls—									
High Schools	Male	217	65	4	5	4	...	...	...
	Female	1,129	744	34	43	19	...	16	1
Middle Schools—									
English	Male	213	83	3	15	1	...	...	...
	Female	300	2,152	205	330	71	...	15	2
Vernacular	Male	...	...	...	...	...	...	...	...
	Female	...	128	464	1,613	599	...	...	...
Total		4,267	4,707	24,502	53,785	21,567	61	72	74
Primary Schools—									
For Boys — Upper	Male	77	322	84,581	1,68,109	38,364	40	1	428
	Female	46	41	1,572	3,441	172	6	...	7
For Boys — Lower	Male	...	412	70,091	1,52,821	37,980	45	2	994
	Female	...	14	1,841	4,387	343	10	1	8
For Girls — Upper	Male	67	49	28	41	...	...	...	...
	Female	92	131	2,263	6,989	1,870	2	2	...
For Girls — Lower	Male	...	32	20	144	19	...	...	...
	Female	...	265	5,232	14,031	3,908	19	...	...
Total		282	1,266	1,65,628	3,49,963	82,656	122	6	1,437
SCHOOL EDUCATION—SPECIAL—									
Schools for Special Instruction—									
Training Schools	Male	...	4	706	636	269	...	...	2
	Female	29	52	22	17	19	...	...	...

GENERAL TABLES III A.

Number of scholars on the 31*st March, classified according to sex, race or creed*—(concluded).

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
SCHOOL EDUCATION—SPECIAL—*(concluded).*									
Schools for Special Instruction—(concluded).									
Schools of Art	Male	1	1	17	73	63	...	...	...
	Female	5	...	...	...	...	...	...	...
Law Schools	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Medical Schools	Male	...	9	41	144	25	...	...	...
	Female	...	42	7	11	2	...	...	...
Engineering and Surveying Schools.	Male	65	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Industrial Schools	Male	14	334	127	642	298	...	...	92
	Female	134	47	1	4	47	...	1	...
Commercial Schools	Male	8	19	27	52	26	...	...	...
	Female	...	6	...	...	...	...	...	...
Agricultural Schools	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Reformatory Schools	Male	...	1	9	59	49	...	...	...
	Female	...	...	...	...	...	...	...	...
Other Schools	Male	36	6	632	2,073	305	...	...	2
	Female	...	...	...	31	...	...	...	...
Total		292	521	1,589	3,742	1,103	...	1	96
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		4,988	6,575	1,93,749	4,10,064	1,06,984	184	81	1,608
PRIVATE INSTITUTIONS—									
1. ADVANCED TEACHING—									
(*a*) Arabic or Persian.	Male	...	4	37	322	11,714	...	...	...
	Female	...	...	...	5	192	...	...	...
(*b*) Sanskrit	Male	...	13	8,761	1,126	...	...	...	...
	Female	...	...	31	137	...	...	...	...
(*c*) Any other Oriental classic.	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—									
For Boys	Male	...	2,043	7,378	23,818	5,790	...	...	178
	Female	...	39	198	748	198	...	...	...
For Girls	Male	...	6	...	36	1	...	...	...
	Female	...	251	337	1,181	246	...	...	...
3. ELEMENTARY TEACHING—THE KORAN ONLY—									
For Boys	Male	...	...	7	81	17,646	...	...	...
	Female	...	...	...	...	941	...	...	...
For Girls	Male	...	...	...	...	43	...	...	...
	Female	...	...	...	...	973	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—									
For Boys	Male	...	248	2,115	5,660	2,375	2	...	27
	Female	...	34	35	118	38	...	...	...
For Girls	Male	...	...	...	...	...	...	...	...
	Female	...	10	22	66	8	...	...	...
TOTAL, PRIVATE INSTITUTIONS		...	2,648	18,921	33,298	40,165	2	...	205
Grand Total		4,988	9,223	2,12,670	4,43,362	1,47,149	186	81	1,813

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public						
	Under public						
	Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. English	1,76,347	...	...	48,910	...	633	2,25,890
COLLEGIATE EDUCATION. Oriental	19,943	...	...	...	...	300	20,243
Colleges or Departments of Colleges for Professional Training.							
COLLEGIATE EDUCATION. Law	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Medicine	77,372	...	...	7,200	...	3,005	87,577
COLLEGIATE EDUCATION. Engineering	3,40,581	...	...	1,887	...	...	3,42,468
COLLEGIATE EDUCATION. Teaching	59,937	...	...	...	...	...	59,937
COLLEGIATE EDUCATION. Agriculture	60,631	...	...	7,500	...	...	68,131
Total	7,34,811	...	...	65,497	...	3,938	8,04,246
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys High Schools	3,89,090	...	2,972	3,03,580	...	617	6,96,259
SCHOOL EDUCATION, GENERAL. For Boys Middle Schools English	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Boys Middle Schools Vernacular	7,941	...	...	1,035	...	...	8,976
SCHOOL EDUCATION, GENERAL. For Girls High Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls Middle Schools English	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls Middle Schools Vernacular	14,784	...	...	...	102	...	14,886
Total	4,11,815	...	2,972	3,04,615	102	617	7,20,121
Primary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys Upper	22	...	...	138	...	45	205
SCHOOL EDUCATION, GENERAL. For Boys Lower	445	215	...	...	...	...	660
SCHOOL EDUCATION, GENERAL. For Girls Upper	30,365	...	190	...	...	...	30,555
SCHOOL EDUCATION, GENERAL. For Girls Lower	4,849	...	...	...	...	...	4,849
Total	35,681	215	190	138	...	45	36,269
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	78,656	...	...	...	...	650	79,306
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses	21,323	72	...	...	...	...	21,395
SCHOOL EDUCATION, SPECIAL. Schools of Art	37,054	...	...	674	...	...	37,728
SCHOOL EDUCATION, SPECIAL. Law Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical Schools	61,265	...	...	...	...	1,633	62,898
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Technical and Industrial Schools	1,04,940	...	...	672	...	816	1,06,428
SCHOOL EDUCATION, SPECIAL. Commercial Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Agricultural Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Reformatory Schools	36,652	...	...	...	...	...	36,652
SCHOOL EDUCATION, SPECIAL. Other Schools	16,216	...	...	11,297	...	2,253	29,766
Total	3,56,106	72	...	12,643	...	5,352	3,74,173
Buildings	5,54,081	32	...	...	...	...	5,54,113
Furniture and Apparatus (Special grants only).	51,626	...	...	...	...	...	51,626
Total	6,05,707	32	...	...	...	...	6,05,739
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Medical Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Other Professional Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Primary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Medical Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Technical and Industrial Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Reformatory Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Other Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	21,44,120	319	3,162	3,82,893	102	9,952	25,40,548

TABLE IV.

United Provinces for the official year 1913-14.

Institutions.	Managed by District or Municipal Boards.						Managed by Native States.		
Management.									
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Fees.	Total.
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
6,233	...	13,315	22,043	...	...	41,591	9,939	...	9,939
2,773	8,384	6,022	15,767	33	635	33,614	8,006	1,097	9,103
...	3,24,630	32,742	1,21,391	1,555	513	4,80,831	3,686	272	3,958
...	...	...	...	...	...	...	...	...	...
888	...	4,325	...	...	...	5,213	...	...	...
...	3,507	1,182	...	...	...	4,689	...	...	...
9,894	3,36,521	57,586	1,59,201	1,588	1,148	5,65,938	21,631	1,369	23,000
...	9,27,736	64,261	1,07,545	5,944	452	11,05,938	1,174	...	1,174
...	4,13,236	1,06,444	56,125	6,385	914	5,83,104	12,698	138	12,836
...	16,393	16,806	...	300	5	33,504	...	...	...
...	44,059	22,674	...	651	205	67,589	...	...	...
...	14,01,424	2,10,185	1,63,670	13,280	1,576	17,90,135	13,872	138	14,010
...	1,04,271	2,134	...	...	...	1,06 405	791	...	791
...	36	...	...	...	...	36	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	211	...	...	...	...	211	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	670	...	...	...	670	58	248	306
...	1,04,518	2,804	...	...	...	1,07,322	849	248	1,097
25,377	7,74,253	96,939	80	...	125	8,96,774	8,500	...	8,500
...	10,419	5,507	1,021	...	459	17,406	...	...	...
25,377	7,84,672	1,02,446	1,101	...	584	9,14,180	8,500	...	8,500
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
35,271	26,27,135	3,73,021	3,23,972	14,868	3,308	33,77,575	44,852	1,755	46,607

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public — Under Private Management. Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	19	20	21	22	23	24	25
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.							
Arts Colleges.							
English	1,69,748	11,000	11,781	2,11,688	33,335	2,18,541	6,56,093
Oriental	10,823	96	410	44	9,486	1,972	22,831
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total ...	1,80,571	11,096	12,191	2,11,732	42,821	2,20,513	6,78,924
SCHOOL EDUCATION, GENERAL.							
Secondary Schools.							
For Boys — High Schools ...	3,41,804	884	13,532	4,73,326	44,042	1,74,445	10,48,033
For Boys — Middle — English ...	70,115	539	12,977	85,084	17,247	34,066	2,20,028
For Boys — Middle — Vernacular ...	...	2,217	1,762	1,895	1,164	2,470	9,508
For Girls — High Schools ...	1,06,394	...	993	1,56,839	30,290	68,794	3,63,310
For Girls — Middle — English ...	57,755	390	3,090	14,849	60,068	39,309	1,75,461
For Girls — Middle — Vernacular ...	6,516	5,350	5,269	499	4,131	8,410	30,175
Total ...	5,82,584	9,380	37,623	7,32,492	1,56,942	3,27,494	18,46,515
Primary Schools.							
For Boys — Upper	3,137	25,492	8,109	7,686	4,246	15,514	64,184
For Boys — Lower	...	1,90,894	23,458	12,920	19,124	14,386	2,60,782
For Girls — Upper	6,080	5,280	7,916	3,698	10,790	6,218	39,982
For Girls — Lower	312	24,378	7,829	12	7,305	3,296	43,132
Total ...	9,529	2,46,044	47,312	24,316	41,465	39,414	4,08,080
SCHOOL EDUCATION, SPECIAL.							
Schools for Special Instruction.							
Training Schools for Masters ...	...	...	...	...	...	...	...
Training Schools for Mistresses ...	15,720	72	...	3,209	8,254	3,960	31,215
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	36,179	8,926	1,647	2,776	...	69,769	1,19,297
Commercial Schools	9,080	...	...	7,954	...	4,654	21,688
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...
Other Schools	1,218	300	1,202	201	7,010	4,334	14,265
Total ...	62,197	9,298	2,849	14,140	15,264	82,717	1,86,465
Buildings	5,88,244	1,642	1,050	13,786	65,398	1,97,447	8,67,567
Furniture and Apparatus (Special grants only).	1,63,905	...	665	1,578	19,283	20,388	2,05,819
Total ...	7,52,149	1,642	1,715	15,364	84,681	2,17,835	10,73,386
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges ...	...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	15,87,030	2,77,460	1,01,690	9,98,044	3,41,173	8,87,973	41,93,370

TABLE IV.

United Provinces, for the official year 1913-14—(concluded).

Institutions—*(concluded)*.										
Unaided.				Total expenditure from—						
								All other sources.		
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Public.	Grand Total.
26	27	28	29	30	31	32	33	34	35	36
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
36,755	20,044	62,937	1,19,736	3,46,095	11,000	11,781	2,97,353	2,73,282	62,208	10,01,719
...	...	8,994	8,994	30,766	96	410	44	19,678	1,074	52,068
34,590	12,787	1,729	49,106	...	...	...	34,590	...	14,516	49,106
...	...	...	...	77,372	...	...	7,200	...	3,005	87,577
...	...	...	...	3,40,581	...	...	1,887	...	...	3,42,468
...	...	...	...	59,937	...	...	...	...	...	59,937
...	...	...	...	60,631	...	...	7,500	...	...	68,131
71,345	32,831	73,660	1,77,836	9,15,382	11,096	12,191	3,48,574	2,92,960	80,803	16,61,006
77,481	8,117	1,14,842	2,00,440	7,37,127	884	29,819	8,76,430	2,93,440	58,562	19,96,262
15,589	20,224	13,447	49,260	72,888	8,923	18,999	1,17,537	78,759	14,899	3,12,005
45	420	1,194	1,659	7,941	3,26,847	34,504	1,24,638	7,422	3,580	5,04,932
24,023	...	1,200	25,223	1,06,394	...	993	1,80,862	87,221	13,063	3,88,533
...	...	2,683	2,683	58,643	390	7,415	14,849	83,694	18,366	1,83,357
...	...	...	...	21,300	8,857	6,451	499	12,643	...	49,750
1,17,138	28,761	1,33,366	2,79,265	10,04,293	3,45,901	98,181	13,14,815	5,63,179	1,08,470	34,34,839
716	310	2,972	3,998	3,159	9,53,228	72,370	1,16,085	29,961	696	11,75,499
...	3,881	5,519	9,400	445	6,04,345	1,29,902	69,183	49,895	13,012	8,66,782
775	500	1,540	2,815	36,445	21,673	24,912	4,473	18,495	858	1,06,856
...	1,976	1,992	3,968	5,161	68,437	30,503	12	15,425	...	1,19,538
1,491	6,667	12,023	20,181	45,210	16,47,683	2,57,687	1,89,753	1,13,776	14,566	22,68,675
...	...	...	...	78,656	1,04,271	2,134	...	101	1,340	1,86,502
...	...	1,742	1,742	37,043	180	...	3,209	13,256	700	54,388
...	...	...	...	37,054	...	...	674	...	...	37,728
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	61,265	...	...	...	...	1,633	62,898
922	...	4,218	5,140	...	...	...	922	4,218	...	5,140
309	...	69,930	70,239	1,41,119	9,137	1,647	3,757	1,40,515	...	2,96,175
926	...	...	926	9,080	...	...	8,880	4,654	...	22,614
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	36,652	...	...	...	...	...	36,652
...	...	...	...	17,434	300	1,872	11,746	10,588	3,067	45,007
2,157	...	75,890	78,047	4,18,303	1,13,888	5,653	29,188	1,73,332	6,740	7,47,104
...	372	55,594	55,966	11,67,702	7,75,927	97,989	13,866	2,23,653	1,03,783	23,82,920
262	50	4,036	4,348	2,15,531	10,419	6,172	2,861	43,720	496	2,79,199
262	422	59,630	60,314	13,83,233	7,86,346	1,04,161	16,727	2,67,373	1,04,279	26,62,119
...	...	...	...	42,400	...	...	(a)1,17,961	...	...	1,60,361
...	...	...	...	97,545	...	...	...	...	...	97,545
...	...	...	...	5,19,473	16,510	4,491	...	222	2,152	5,42,848
...	...	...	...	31,380	1,147	1,394	...	31,580	3,829	69,330
...	...	...	...	2,282	...	...	...	2,024	420	4,726
...	...	...	...	23,378	...	...	...	...	...	23,378
...	...	...	...	49,558	47,262	3,668	24	29,306	5,879	1,35,697
...	...	...	...	3,988	11,853	263	...	127	404	16,635
...	...	...	...	5,704	5,262	...	...	...	6,235	17,201
...	...	...	...	7,366	568	264	...	294	...	8,492
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	119	599	...	...	1,847	...	2,565
...	...	...	...	1,24,261	36,832	6,943	4,89,883	3,10,250	9,400	9,77,569
...	...	...	...	9,07,454	1,20,033	17,023	6,07,868	3,75,650	28,319	20,56,347
1,92,393	68,681	3,54,569	6,15,643	46,73,875	30,24,947	4,94,896	25,06,925	17,86,270	3,43,177	1,28,30,090

(a) Total fee income amounted to Rs. 1,50,454.

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2		
Secondary Schools.—					Boys.	Girls.	Total.	Boys.	Girls.	Total.
For Boys.	Government	English ...	47	13,534	3,058	...	3,058	7,689	...	7,689
		Vernacular	6	796	...	...	...	230	...	230
	District Board	English ...	7	1,182	17	...	17	738	...	738
		Vernacular	369	48,507	...	...	...	25,523	1	25,524
	Municipal ...	English ...	5	1,030	150	...	150	545	...	545
		Vernacular	5	525	...	...	...	247	...	247
	Native States	English ...	3	690	49	...	49	304	...	304
		Vernacular	4	321	...	...	...	132	...	132
	Aided ...	English ...	112	27,520	4,269	19	4,288	12,760	98	12,858
		Vernacular	13	1,374	...	...	...	491	...	491
	Unaided ...	English ...	27	4,905	936	3	939	2,302	5	2,307
		Vernacular	3	176	...	...	...	89	...	89
	Total ...		601	1,00,560	8,479	22	8,501	51,050	104	51,154
For Girls.	Government	English ...	...	...	...	...	...	...	...	...
		Vernacular	9	883	...	...	...	...	69	69
	District Board	English ...	...	...	...	...	...	...	...	...
		Vernacular	2	184	...	...	...	...	8	8
	Municipal ...	English ...	1	96	...	...	...	...	11	11
		Vernacular	1	73	...	...	...	...	7	7
	Native States	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided ...	English ...	50	5,237	...	203	203	26	999	1,025
		Vernacular	17	1,664	...	...	...	...	79	79
	Unaided ...	English ...	5	338	...	7	7	2	58	60
		Vernacular	...	...	...	...	...	...	...	...
	Total ...		85	8,475	...	210	210	28	1,231	1,259
	Total, Secondary Schools ...		686	1,09,035	8,479	232	8,711	51,078	1,335	52,413
Upper Primary Schools.—										
For Boys.	Government ...	...	...	...	...	...	...	...	...	...
	District Board	...	3,071	2,66,141	...	...	...	...	...	...
	Municipal ...	...	69	9,146	...	...	...	...	...	...
	Native States ...	...	21	2,664	...	...	...	...	...	...
	Aided ...	...	334	18,348	...	...	...	...	...	...
	Unaided ...	...	16	908	...	...	...	...	...	...
	Total ...		3,511	2,97,207	...	...	...	...	...	...
Lower Primary Schools.—										
For Boys.	Government ...	...	3	124	...	...	...	...	...	...
	District Board	...	3,020	1,33,977	...	...	...	...	...	...
	Municipal ...	...	185	9,350	...	...	...	...	...	...
	Native States ...	...	48	2,947	...	...	...	...	...	...
	Aided ...	...	3,522	1,17,532	...	...	...	...	...	...
	Unaided ...	...	155	5,019	...	...	...	...	...	...
	Total ...		6,933	2,68,949	...	...	...	...	...	...
Upper Primary Schools.—										
For Girls.	Government ...	...	42	2,804	...	...	...	...	...	...
	District Board	...	84	3,463	...	...	...	...	...	...
	Municipal ...	...	20	1,148	...	...	...	...	...	...
	Native States ...	...	...	...	...	...	...	...	...	...
	Aided ...	...	83	4,030	...	...	...	...	...	...
	Unaided ...	...	2	89	...	...	...	...	...	...
	Total ...		231	11,534	...	...	...	...	...	...
Lower Primary Schools.—										
For Girls.	Government ...	...	11	445	...	...	...	...	...	...
	District Board	...	297	8,589	...	...	...	...	...	...
	Municipal ...	...	72	2,808	...	...	...	...	...	...
	Native States ...	...	...	...	...	...	...	...	...	...
	Aided ...	...	434	11,258	...	...	...	...	...	...
	Unaided ...	...	22	570	...	...	...	...	...	...
	Total ...		836	23,670	...	...	...	...	...	...
	Total, Primary Schools ...		11,511	6,01,360	...	...	...	...	...	...
	Grand Total ...		12,197	7,10,395	8,479	232	8,711	51,073	1,335	52,413

TABLE V.

Education in the United Provinces, at the end of the official year 1913-1914.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not Reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,787	...	2,787	...	...	...	...	...	...	13,534	...	13,534
156	...	156	380	...	380	30	...	30	796	...	796
333	...	333	90	...	90	4	...	4	1,182	...	1,182
14,108	6	14,114	8,043	44	8,087	777	5	782	48,451	56	48,507
299	...	299	36	...	36	...	...	...	1,030	...	1,030
156	...	156	122	...	122	...	...	...	525	...	525
230	...	230	107	...	107	...	...	...	690	...	690
127	...	127	55	...	55	7	...	7	321	...	321
6,091	94	6,185	3,934	103	4,037	131	21	152	27,185	335	27,520
297	3	300	522	3	525	58	...	58	1,368	6	1,374
1,049	14	1,063	575	5	580	15	1	16	4,877	28	4,905
8	...	8	59	...	59	20	...	20	176	...	176
25,641	117	25,758	13,923	155	14,078	1,042	27	1,069	1,00,135	425	1,00,560
...	...	...	...	...	...	...	...	...	...	...	...
...	104	104	...	594	594	...	116	116	...	883	883
...	...	...	...	...	...	...	...	...	...	...	...
...	12	12	...	164	164	...	...	...	...	184	184
...	10	10	...	37	37	...	38	38	...	96	96
...	8	8	...	49	49	...	9	9	...	73	73
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
152	1,035	1,187	277	1,799	2,076	123	623	746	578	4,659	5,237
...	232	232	...	953	953	...	400	400	...	1,664	1,664
18	77	95	6	97	103	6	67	73	32	306	338
...	...	...	...	...	...	...	...	...	...	...	...
170	1,478	1,648	283	3,693	3,976	129	1,253	1,382	610	7,865	8,475
25,811	1,595	27,406	14,206	3,848	18,054	1,171	1,280	2,451	1,00,745	8,290	1,09,035
...	...	..	...	...	...	...	...	...	...	...	...
56,233	144	56,377	1,80,365	2,992	1,83,357	25,035	1,372	26,407	2,61,633	4,508	2,66,141
1,459	1	1,460	7,112	1	7,113	572	1	573	9,143	3	9,146
431	2	433	2,057	2	2,059	171	1	172	2,659	5	2,664
3,622	54	3,676	12,240	563	12,803	1,729	140	1,869	17,591	757	18,348
127	2	129	672	6	678	97	4	101	896	12	908
61,872	203	62,075	2,02,446	3,564	2,06,010	27,604	1,518	29,122	2,91,922	5,285	2,97,207
...	...	...	103	...	103	21	...	21	124	...	124
...	...	...	1,14,520	2,796	1,17,316	15,523	1,138	16,661	1,30,043	3,934	1,33,977
...	...	...	7,895	13	7,908	1,441	1	1,442	9,336	14	9,350
...	...	...	2,890	6	2,896	51	...	51	2,941	6	2,947
...	...	...	97,262	1,943	99,205	17,655	672	18,327	1,14,917	2,615	1,17,532
...	...	...	3,494	25	3,519	1,490	10	1,500	4,984	35	5,019
...	...	...	2,26,164	4,783	2,30,947	36,181	1,821	38,002	2,62,345	6,604	2,68,949
...	171	171	...	2,302	2,302	...	331	331	...	2,804	2,804
1	366	367	...	2,669	2,669	...	427	427	1	3,462	3,463
...	71	71	...	1,058	1,058	...	19	19	...	1,148	1,148
...	...	...	...	...	...	...	...	...	...	...	...
21	415	436	127	2,934	3,061	18	515	533	166	3,864	4,030
4	19	23	6	41	47	8	11	19	18	71	89
26	1,042	1,068	133	9,004	9,137	26	1,303	1,329	185	11,349	11,534
...	...	...	...	369	369	...	76	76	...	445	445
...	...	...	36	7,119	7,155	2	1,432	1,434	38	8,551	8,589
...	...	...	6	2,398	2,404	...	404	404	6	2,802	2,808
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	93	8,282	8,375	69	2,814	2,883	162	11,096	11,258
...	...	...	2	274	276	7	287	294	9	561	570
..	...	..	137	18,442	18,579	78	5,013	5,091	215	23,455	23,670
61,898	1,245	63,143	4,28,880	35,793	4,64,673	63,889	9,655	73,544	5,54,667	46,693	6,01,360
87,709	2,840	90,549	4,43,086	39,641	4,82,727	65,060	10,935	75,995	3,55,412	54,983	7,10,395

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts, Final	2	4	1	7	10	28	4	14	56
2. „ „ , Previous	2	5	1	8	19	66	7	31	123
3. D. Sc.	1	...	...	1	1	...	...	...	1
4. M. Sc., Final	2	1	...	3	9	2	...	...	11
5. M. Sc., Previous	1	3	1	5	7	13	3	2	25
6. Bachelor of Arts	2	11	1	14	77	518	50	46	691
7. B. Sc.	2	7	1	10	48	68	11	...	127
8. First B. A.	...	...	...	...	...	...	...	...	...
8. First B. Sc.	...	...	...	...	...	...	...	...	...
8. First Arts	2	15	2	19	123	978	191	69	1,361
8. Previous Examination	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit (1)	1	1	15	17	138	2	58	100	298
„ „ Arabic	...	...	...	...	...	...	...	...	...
„ „ Persian	...	...	...	...	...	...	...	...	...
„ „ Urdu	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit (1)	1	11	187	199	117	63	723	42	945
„ „ „ Arabic (2)	...	2	...	2	...	5	...	2	7
„ „ „ Persian	...	...	...	...	...	...	...	...	...
„ „ „ Urdu	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit (1)	1	12	238	251	24	81	842	38	985
„ „ Arabic (3)	...	2	5	7	...	15	10	15	40
„ „ Persian	...	...	...	...	...	...	...	...	...
„ „ Urdu	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Laws	...	...	...	...	...	...	308	...	308
2. Bachelor of Laws (Final)	...	...	5	5	...	...	364	...	369
3. Ditto (Previous)	1	...	7	8	5	...			
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. L. M. S.	...	...	...	...	...	...	...	...	...
4. First M. B. and B. S.	1	...	...	1	28	...	...	...	28
4. First L. M. S.	...	...	...	...	...	...	...	...	...
1. Preliminary Scientific Examination	...	5	...	5	...	44	...	...	44
Engineering.									
					18	...	...	...	18
					38	...	...	...	38
1. M. C. E.					53	...	...	...	53
2. B. C. E.	1	...	...	1	2	...	...	...	2
3. L. C. E.					6	...	...	...	6
4. First L. C. E.					20	...	...	...	20
					15	...	...	...	15
Teaching	2	...	...	2	61	...	...	...	61
Agriculture	...	...	...	...	...	...	...	...	...
Commercial	...	1	...	1	...	4	...	...	4

TABLE VI.

the United Provinces during the official year, 1913-1914.

Number passed.					Race or creed of passed scholars.								
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists	Parsis.	Others.	Remarks.
							Brahmans.	Non-Brahmans.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
9	23	3	7	42	3	1	8	17	13	...	...	...	
10	37	3	9	59	1	2	21	17	18	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
8	1	...	...	9	...	...	5	4	...	...	...	...	
7	9	2	2	20	...	...	6	12	2	...	...	...	
40	241	19	13	313	5	7	60	145	96	...	...	...	
36	20	1	...	57	...	1	19	33	4	...	...	...	
...	...	...	...	...	..	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
59	442	78	15	594	20	8	146	290	130	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
104	...	26	53	183	...	...	181	2	...	...	...	...	(1) Sanskrit College examinations.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
55	35	417	15	522	...	...	513	9	...	...	...	...	
...	3	...	...	3	...	...	...	...	3	...	...	...	(2) Fazil examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
8	27	288	10	333	...	...	322	11	...	...	...	...	
...	5	3	8	16	...	...	...	...	16	...	...	...	(3) Mulla examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	178	...	178	...	2	39	94	41	...	...	2	
1	...	250	...	251	1	2	50	134	62	...	1	1	
...	...	..	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
24	...	...	...	24	2	...	7	13	1	...	...	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	29	...	...	29	1	...	10	16	2	...	...	...	
17	...	...	...	17	2	...	2	11	2	...	...	...	Civil Engineer.
37	...	...	...	37	18	...	...	19	...	...	...	...	Upper Subordinate.
53	...	...	...	53	...	...	10	42	1	...	...	...	Lower Subordinate.
2	...	...	...	2	...	...	1	...	1	...	...	...	Draftsman.
6	...	...	...	6	1	...	1	4	...	...	...	...	Mechanical Apprentice.
20	...	...	...	20	...	...	6	6	8	...	...	...	Industrial.
14	...	...	...	14	1	...	1	6	6	...	...	...	A. D. Class.
58	...	...	...	58	...	3	24	18	13	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	1	...	...	1	...	...	...	...	...	...	...	1	

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
SCHOOLS FOR GENERAL EDUCATION.									
1. Matriculation ... For Boys ...	28	43	6	77	512	1,050	239	196	1,997
„ Girls ...	...	4	...	4	...	28	...	2	30
2. School Leaving Certificate Examination ...	26	28	5	59	822	649	160	...	1,631
3. High School Examination for Europeans. For Boys ...	...	11	1	12	...	132	6	1	139
„ Girls ...	...	12	1	13	...	60	1	...	61
4 Middle School Examination for Europeans. For Boys ...	...	12	1	13	...	132	1	...	133
„ Girls ...	...	15	1	16	...	75	4	...	79
5. Cambridge Local Examinations. Senior ...	...	1	...	1	...	2	...	...	2
Junior ...	...	1	...	1	...	19	...	...	19
Preliminary ...	...	1	...	1	...	20	...	...	20
6. Middle English Examination for Girls ...	...	27	4	31	...	143	21	8	172
7. Middle Vernacular ... For Boys ...	376	10	4	390	9,069	185	29	1,117	10,400
„ Girls ...	7	7	...	14	20	23	...	43	86
8. Upper Primary Examination. For Boys ...	3,224	271	20	3,515	25,275	2,410	155	3	27,843
„ Girls ...	59	44	...	103	146	314	...	15	475
9. Lower Primary Examination. For Boys ...	...	...	...	...	...	...	...	...	...
„ Girls ...	...	...	...	...	...	...	...	...	...
10. Public Service Certificate Examination. English ...	...	...	...	...	...	...	...	...	...
Vernacular ...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL EDUCATION.									
1. Training School Examination for Masters. Upper ...	6	...	...	6	253	...	...	98	351
Lower ...	169	...	...	169	1,000	...	...	45	1,045
2. Training School Examination for Mistresses. Upper ...	5	6	...	11	20	27	...	...	47
Lower ...					...	...	...	...	...
3. School of Arts Examination ...	...	...	...	2	58	...	...	...	58
4. Vernacular Medical Examination ...	2	...	...						
5. Examination in Engineering	...	...	...	...	...	...	...	...	...
6. Examination in Surveying	...	...	...	...	...	...	...	...	...
7. Industrial School Examination ...	2	11	1	14	67	346	231	...	644
8. Commercial School Examination ...	...	2	...	2	...	75	...	...	75
9. Agricultural School Examination ...	...	...	...	...	...	...	...	...	...
10. Sanskrit Title Examination	...	...	...	...	...	...	...	...	...
11. Madrassa Central Examination	...	...	...	...	...	...	...	...	...
12. Other Schools Examination	44	...	...	44	3,287	...	...	283	3,570

TABLE VI.

the United Provinces during the official year, 1913-1914—(concluded).

Number passed.					Race or creed of passed scholars.								
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists	Parsis.	Others.	Remarks.
							Brahmans.	Non-Brahmans.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
269	500	96	14	879	1	16	195	488	179	...	...	...	
...	20	...	2	22	2	18	2	...	...	...	...	...	
436	228	58	...	722	1	6	158	415	142	...	...	...	
...	56	4	...	60	60	...	...	...	...	...	...	...	
...	22	1	...	23	22	1	...	...	...	...	...	...	
...	99	1	...	100	95	...	...	1	3	...	1	...	
...	51	4	...	55	55	...	...	...	...	...	...	...	
...	2	...	...	2	2	...	...	...	...	...	...	...	
...	15	...	...	15	15	...	...	...	...	...	...	...	
...	13	...	...	13	13	...	...	...	...	...	...	...	
...	97	9	5	111	...	97	7	6	1	...	...	...	
5,690	89	5	447	6,231	...	2	2,039	3,358	828	2	...	2	
12	8	...	9	29	...	...	7	18	4	...	...	...	
19,577	1,770	131	3	21,481	...	69	6,364	11,525	3,496	8	1	18	
87	210	...	7	304	1	108	56	114	25	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
216	...	...	62	278	...	2	138	94	44	...	...	...	
865	...	...	39	904	...	...	409	359	136	...	...	...	
17	26	...	...	43	12	14	4	10	3	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
45	...	...	...	45	...	13	4	26	2	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
49	311	231	...	591	...	67	47	320	145	...	...	12	
...	75	...	...	75	9	8	22	26	10	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
1,483	...	...	158	1,641	...	...	117	1,404	119	1	...	...	

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure of District In Institutions managed by: Provincial Revenues.	Expenditure of District In Institutions managed by: District Funds.
1	2	3	4	5	6	7
Arts Colleges.					Rs.	Rs.
COLLEGIATE EDUCATION. English	...	...	...	...	...	...
Oriental	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.						
Law	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Engineering	...	...	..	...	...	...
Teaching	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Secondary Schools.						
SCHOOL EDUCATION, GENERAL. For Boys — High Schools ...	1	227	227	198	...	...
For Boys — Middle Schools — English ...	6	955	947	832	2,773	8,288
For Boys — Middle Schools — Vernacular	369	48,507	45,973	36,427	...	3,24,630
For Girls — High Schools ...	...	...	...	...	...	...
For Girls — Middle Schools — English ...	...	...	...	...	...	...
For Girls — Middle Schools — Vernacular	2	184	153	98	...	3,507
Total ...	**378**	**49,873**	**47,300**	**37,555**	**2,773**	**3,36,425**
Primary Schools.						
For Boys ... Upper ...	3,071	2,66,141	2,47,274	1,96,091	...	9,24,596
For Boys ... Lower ...	3,020	1,33,977	1,25,053	98,936	...	4,10,178
For Girls ... Upper ...	84	3,463	3,103	2,338	...	16,393
For Girls ... Lower ...	297	8,589	8,077	6,113	...	43,974
Total ...	**6,472**	**4,12,170**	**3,83,507**	**3,03,478**	...	**13,95,141**
Schools for Special Instruction.						
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	182	1,084	1,068	1,042	...	1,04,271
Training Schools for Mistresses.	1	6	5	4	...	36
Schools of Art ...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...
Technical and Industrial Schools.	1	16	16	12	...	211
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Total ...	**184**	**1,106**	**1,089**	**1,058**	...	**1,04,518**
Inspection	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Arts Colleges ...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...
Other Professional Colleges.	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...
Other Special Schools — Reformatory	...	...	...	...	...	...
Other Special Schools — Other Schools	...	...	...	...	...	...
Buildings	...	...	...	...	377	7,74,253
Furniture and apparatus (Special Grants only).	...	...	...	...	...	10,419
Miscellaneous	...	...	...	...	...	...
Total ...	...	...	...	...	377	7,84,672
Grand Total ...	7,034	4,63,149	4,31,896	3,42,091	3,150	26,20,756

TABLE VII.

Instruction in the United Provinces for the official year 1913-14.

Boards on Public Instruction, District Boards.					In Institutions managed by—			Total District Fund Expenditure on Public Instruction.
Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	11,000	11,000
...	...	...	...	...	...	...	96	96
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	11,096	11,096
3,008	3,570	...	...	6,578	...	...	884	884
2,280	13,274	33	635	27,283	...	96	539	8,923
23,906	1,20,341	1,555	513	4,70,945	...	...	2,217	3,26,847
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	390	390
450	...	...	...	3,957	...	...	5,350	8,857
29,644	1,37,185	1,588	1,148	5,08,763	...	96	9,380	3,45,901
23,895	1,05,519	5,944	452	10,60,406	...	3,140	25,492	9,53,228
57,784	52,197	6,385	914	5,27,458	215	3,058	1,90,894	6,04,345
8,745	...	300	5	25,443	...	...	5,280	21,673
5,207	...	651	205	50,037	...	85	24,378	68,437
95,631	1,57,716	13,280	1,576	16,63,344	215	6,283	2,46,044	16,47,683
525	...	...	...	1,04,796	...	...	...	1,04,271
...	...	...	...	36	72	...	72	180
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	211	...	...	8,926	9,137
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	300	300
525	...	...	...	1,05,043	72	...	9,298	1,13,888
...	...	...	...	...	...	...	...	16,510
...	...	...	...	...	...	...	...	1,147
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	47,262
...	...	...	...	...	...	...	...	11,853
...	...	...	...	...	...	...	...	5,262
...	...	...	...	...	...	...	...	568
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	599
86,187	...	...	125	8,60,942	32	...	1,642	7,75,927
1,528	1,021	...	459	13,427	...	...	...	10,419
...	...	...	...	...	...	...	...	36,832
87,715	1,021	...	584	8,74,369	32	...	1,642	9,06,379
2,13,515	2,95,922	14,868	3,308	31,51,519	319	6,379	2,77,460	30,24,947

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.		Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure of Municipal In Institutions managed by: Provincial Revenues.	Expenditure of Municipal In Institutions managed by: Municipal Funds.
1		17	18	19	20	21	22
	Arts Colleges.					Rs.	Rs.
COLLEGIATE EDUCATION.	English	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
	Secondary Schools.						
SCHOOL EDUCATION, GENERAL.	For Boys — High Schools ...	3	846	853	755	6,233	10,307
	For Boys — Middle Schools — English ...	2	184	184	149	...	3,742
	For Boys — Middle Schools — Vernacular ...	5	525	457	374	...	8,836
	For Girls — High Schools ...	...	...	...	...	...	...
	For Girls — Middle Schools — English ...	1	96	87	55	888	4,325
	For Girls — Middle Schools — Vernacular ...	1	73	62	48	...	732
	Total ...	12	1,724	1,643	1,381	7,121	27,942
	Primary Schools.						
	For Boys — Upper	69	9,146	8,125	6,426	...	40,366
	For Boys — Lower	185	9,350	8,061	6,713	...	48,660
	For Girls — Upper	20	1,148	966	727	...	8,061
	For Girls — Lower	72	2,808	2,313	1,671	...	17,467
	Total ...	346	22,452	19,465	15,537	...	1,14,554
	Schools for Special Instruction.						
SCHOOL EDUCATION, SPECIAL.	Training Schools for Masters ...	2	12	11	10	...	1,609
	Training Schools for Mistresses ...	...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...
	Engineering and Surveying Schools.	...	...	...	...	...	...
	Technical and Industrial Schools	...	...	...	...	...	...
	Commercial Schools	...	...	...	...	...	...
	Agricultural Schools ...	...	...	...	...	...	...
	Other Schools	1	67	62	45	...	670
	Total ...	3	79	73	55	...	2,279
Inspection		...	...	...	...	...	...
SCHOLARSHIPS HELD IN—	Arts Colleges ...	...	...	...	...	...	...
	Medical Colleges ...	...	...	...	...	...	...
	Other Professional Colleges	...	...	...	...	...	...
	Secondary Schools ...	...	...	...	...	...	...
	Primary Schools ...	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...	...
	Technical and Industrial Schools.	...	...	...	...	...	...
	Other Special Schools — Reformatory ...	...	...	...	...	...	...
	Other Special Schools — Other Schools ...	...	...	...	...	...	...
Buildings		...	...	...	...	25,000	10,752
Furniture and apparatus (Special Grants only).		...	...	...	...	...	3,979
Miscellaneous ...		...	...	...	...	...	...
Total ...		...	...	...	...	25,000	14,731
Grand Total ...		361	25,425	21,181	16,973	32,121	1,59,506

TABLE VII.

Instruction in the United Provinces for the official year 1913-14—(concluded).

Boards on Public Instruction.							
Municipal Boards.			In Institutions managed by—			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
District Funds.	Fees.	Total.	The Government.	District Boards.	Private persons or associations.		
23	24	25	26	27	28	29	30
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	11,781	11,781	22,781
...	...	...	...	...	410	410	506
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	12,191	12,191	23,287
...	18,473	35,013	2,972	3,008	13,532	29,819	30,703
96	2,493	6,331	...	2,280	12,977	18,999	27,922
...	1,050	9,886	...	23,906	1,762	34,504	3,61,351
...	...	...	...	...	993	993	993
...	...	5,213	...	...	3,090	7,415	7,805
...	...	732	...	450	5,269	6,451	15,308
96	22,016	57,175	2,972	29,644	37,623	98,181	4,44,082
3,140	2,026	45,532	...	23,895	8,109	72,370	10,25,598
3,058	3,928	55,646	...	57,784	23,458	1,29,902	7,34,247
...	...	8,061	190	8,745	7,916	24,912	46,585
85	...	17,552	...	5,207	7,829	30,503	98,940
6,283	5,954	1,26,791	190	95,631	47,312	2,57,687	19,05,370
...	...	1,609	...	525	...	2,134	1,06,405
...	...	...	...	...	...	...	180
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	1,647	1,647	10,784
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	670	...	...	1,202	1,872	2,172
...	...	2,279	...	525	2,849	5,653	1,19,541
...	...	...	...	...	...	4,491	21,001
...	...	...	...	...	...	1,394	2,541
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	3,668	50,930
...	...	...	...	...	...	263	12,116
...	...	...	...	...	...	...	5,262
...	...	...	...	...	...	264	832
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	599
...	80	35,832	...	86,187	1,050	97,989	8,73,916
...	...	3,979	...	1,528	665	6,172	16,591
...	...	...	...	...	...	6,943	43,775
...	80	39,811	...	87,715	1,715	1,21,184	10,27,563
6,379	28,050	2,26,056	3,162	2,13,515	1,01,690	4,94,896	35,19,843

GENERAL TABLE VIII.

Return showing the attendance and expenditure in Hostels or Boarding-houses or the official year 1913-14.

Class of Hostels or Boarding-houses.	Number of—		Number of Boarders who are students of—						Expenditure from—				
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for professional training.	Secondary Schools.	Primary Schools: Upper.	Primary Schools: Lower.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and endowments.	Fees.	Total Expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
For Males.									Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government.	70	2,911	87	214	1,896	...	...	714	29,590	...	466	21,423	51,479
2. Managed by Local or Municipal Boards.	423	8,263	...	17	7,374	224	1	647	...	28,843	...	18,590	47,433
3. Aided by Government or by Local or Municipal Boards.	27	2,321	110	32	1,646	5	...	528	32,637	1,960	58,832	86,527	1,79,956
4. Unaided ...	156	6,744	1,908	253	4,298	6	11	268	...	2	85,263	1,57,465	2,42,730
Total ...	**676**	**20,239**	**2,105**	**516**	**15,214**	**235**	**12**	**2,157**	**62,227**	**30,805**	**1,44,561**	**2,84,005**	**5,21,598**
For Females.													
1. Managed by Government.	10	149	...	5	52	11	...	81	4,606	...	...	948	5,554
2. Aided by Government or by Local or Municipal Boards.	22	1,501	20	...	1,439	...	...	42	15,499	2,450	42,051	99,609	1,59,609
3. Unaided ...	33	2,704	27	...	2,137	129	373	38	...	...	1,28,159	58,321	1,86,480
Total ...	**65**	**4,354**	**47**	**5**	**3,628**	**140**	**373**	**161**	**20,105**	**2,450**	**1,70,210**	**1,58,878**	**3,51,643**
Grand Total ...	**741**	**24,593**	**2,152**	**521**	**18,842**	**375**	**385**	**2,318**	**82,332**	**33,255**	**3,14,771**	**4,42,883**	**8,73,241**

GENERAL TABLE IX.

Number and qualifications of teachers.

			In Primary Schools.					In Middle Schools.					In High Schools.					In Colleges.					Total.
			Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
In Schools for Indians.	Teachers of Vernacular.	Trained ...	26	5,061	236	98	22	55	2,017	31	88	9	38	...	2	56	7	...	...	...	...	...	7,746
		Untrained ...	88	7,984	634	4,842	206	23	199	9	236	34	24	...	4	116	11	...	...	...	...	...	14,410
		Total ...	114	13,045	870	4,940	228	78	2,216	40	324	43	62	...	6	172	18	...	...	...	...	...	22,156
	Anglo-vernacular Teachers and Teachers of Classical Languages.	Trained ...	...	...	...	3	...	...	4	5	53	4	344	4	9	113	18	...	...	...	2	...	559
		Untrained ...	...	...	...	27	5	3	47	13	513	149	528	10	33	895	151	40	...	...	173	44	2,631
		Total ...	...	...	...	30	5	3	51	18	566	153	872	14	42	1,008	169	40	...	...	175	44	3,190
		Possessing a degree ...	...	...	...	...	...	1	5	1	47	13	199	1	15	259	51	38	...	...	137	42	809
		Possessing no degree ...	...	...	...	30	5	2	46	17	519	140	673	13	27	749	118	2	...	...	38	2	2,381
		Total ...	...	...	...	30	5	3	51	18	566	153	872	14	42	1,008	169	40	...	...	175	44	3,190
In Schools for Europeans.	—	Trained ...	...	...	...	4	1	...	...	...	38	...	...	...	...	142	9	...	...	...	3	5	202
		Untrained ...	...	...	...	14	2	...	...	...	46	3	...	...	...	112	21	...	...	...	2	3	203
		Total ...	...	...	...	18	3	...	...	...	84	3	...	...	...	254	30	...	...	...	5	8	405
		Possessing a degree ...	...	...	...	...	...	...	...	...	5	...	...	...	...	44	5	...	...	...	4	4	62
		Possessing no degree ...	...	...	...	18	3	...	...	...	79	3	..	...	...	210	25	...	...	...	1	4	343
		Total ...	...	...	...	18	3	...	...	...	84	3	...	...	...	254	30	...	...	...	5	8	405
GRAND TOTAL OF ALL TEACHERS ...			114	13,045	870	4,988	236	81	2,267	58	974	199	934	14	48	1,434	217	40	...	...	180	52	25,751

GENERAL TABLE III.

Return of Colleges, Schools and Scholars in the United Provinces for the official year 1913-14.

For Europeans and Eurasians.

Class of institutions.	Public Institutions. Under private management. Aided by Government or by District or Municipal Boards. Number of institutions.	Aided by Government or by District or Municipal Boards. Number of scholars on the rolls on 31st March.	Aided by Government or by District or Municipal Boards. Average number on the rolls monthly during the year.	Aided by Government or by District or Municipal Boards. Average daily attendance.	Unaided. Number of institutions.	Unaided. Number of scholars on the rolls on 31st March.	Unaided. Average number on the rolls monthly during the year.	Unaided. Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.	Number of scholars on the 31st of March Learning. English.	Number of scholars on the 31st of March Learning. A classical language.	Number of scholars on the 31st of March Learning. A vernacular language.	Classification of scholars on the 31st March according to race or creed. Europeans and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Arts Colleges.																							
COLLEGIATE EDUCATION. English	2	18	19	17	4	32	29	27	6	50	50	28	...	48	1	1	...	...	...	...	...	...	...
Total ...	**2**	**18**	**19**	**17**	**4**	**32**	**29**	**27**	**6**	**50**	**50**	**28**	**...**	**48**	**1**	**1**	**...**	**...**	**...**	**...**	**...**	**...**	**...**
Secondary Schools.																							
SCHOOL EDUCATION—GENERAL. For Boys, English High ...	11	1,824	1,854	1,745	2	138	154	148	13	1,962	1,962	513	1,071	1,902	5	10	29	11	1	4	...	199	...
For Boys, English Middle ...	6	500	471	409	1	14	23	22	7	514	514	25	248	497	...	7	4	1	...	5	...	162	...
For Girls, English High ...	14	1,292	1,314	1,213	2	114	131	123	16	1,406	1,406	501	153	1,317	33	23	8	8	...	16	1	...	215
For Girls, English Middle ..	7	555	500	447	...	...	...	...	7	555	555	62	133	513	13	7	...	5	...	15	2	...	213
Total ...	**38**	**4,171**	**4,139**	**3,814**	**5**	**266**	**308**	**293**	**43**	**4,437**	**4,437**	**1,101**	**1,605**	**4,229**	**51**	**47**	**41**	**25**	**1**	**40**	**3**	**361**	**428**
(Upper) Primary Schools.																							
For Boys	4	114	110	88	1	9	8	8	5	123	123	...	21	123	...	...	...	...	...	...	...	46	...
For Girls	4	115	114	89	1	49	47	45	5	164	164	...	16	159	3	...	...	...	...	2	...	...	67
Total ...	**8**	**229**	**224**	**177**	**2**	**58**	**55**	**53**	**10**	**287**	**287**	**...**	**37**	**282**	**3**	**...**	**...**	**...**	**...**	**2**	**...**	**46**	**67**
Schools for Special Instruction.																							
SCHOOL EDUCATION—SPECIAL. Training Schools for Masters ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training Schools for Mistresses ...	2	23	33	31	...	...	...	...	2	23	23	...	...	23	...	...	...	...	...	...	...	...	...
Schools of Art ...	...	...	...	...	1	5	6	5	1	5	...	...	...	5	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	5	135	151	142	...	...	...	...	5	135	...	...	...	134	...	...	...	...	...	1	...	...	...
Engineering and Surveying Schools	2	35	39	38	3	30	31	29	5	65	65	...	16	65	...	...	...	...	...	...	...	...	...
Other Schools	1	36	34	30	...	...	...	...	1	36	36	...	...	36	...	...	...	...	...	...	...	...	...
Total ...	**10**	**229**	**257**	**241**	**4**	**35**	**37**	**34**	**14**	**264**	**124**	**...**	**16**	**263**	**...**	**...**	**...**	**...**	**...**	**1**	**...**	**...**	**...**
Total of Colleges and Schools of Public Instruction.	**58**	**4,647**	**4,639**	**4,249**	**15**	**391**	**429**	**407**	**73**	**5,038**	**4,898**	**1,129**	**1,658**	**4,822**	**55**	**48**	**41**	**25**	**1**	**43**	**3**	**407**	**495**

GENERAL

Return of Expenditure on Public Instruction in the

For Europeans

Objects of expenditure.	Public						
	Under Private						
	Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
COLLEGIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
English	4,308	...	...	2,766	700	3,960	11,734
Total ...	4,308	...	...	2,766	700	3,960	11,734
Secondary Schools.							
SCHOOL EDUCATION—GENERAL. For Boys, English ... High ...	1,47,608	...	560	1,22,012	8,413	74,456	3,53,049
For Boys, English ... Middle ...	23,884	435	1,200	9,745	6,716	12,019	53,999
For Girls, English ... High ...	94,400	...	813	1,49,516	13,063	44,128	3,01,920
For Girls, English ... Middle ...	27,203	390	810	11,594	18,366	7,513	65,876
Total ...	2,93,095	825	3,383	2,92,867	46,558	1,38,116	7,74,844
Primary Schools.							
For Boys	2,878	...	...	2,897	614	3,770	10,159
For Girls...	2,574	...	...	3,196	858	3,018	9,646
Total ...	5,452	...	...	6,093	1,472	6,788	19,805
School for Special Instruction.							
SCHOOL EDUCATION—SPECIAL. Training Schools for Masters ...	...	...	...	...	...	...	...
Training Schools for Mistresses ...	10,220	...	...	2,446	700	3,960	17,326
Schools of Art	...	...	...	...	...	...	...
Technical and Industrial Schools...	4,855	...	...	1,900	...	...	6,755
Engineering and Surveying Schools	...	...	...	...	...	...	...
Other Schools	360	...	...	201	15	1,083	1,659
Total ...	15,435	...	...	4,547	715	5,043	25,740
Buildings	1,21,852	...	...	12,565	377	49,670	1,84,464
Furniture and Apparatus (Special grants only).	44,353	...	...	...	...	...	44,353
Total ...	1,66,205	...	...	12,565	377	49,670	2,28,817
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN. Arts Colleges	...	...	...	...	...	...	...
Professional Colleges... ...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction.	4,84,495	825	3,383	3,18,838	49,822	2,03,577	10,60,940

TABLE IV.

United Provinces, for the official year 1913-14.

and Eurasians.

Institutions.				Total Expenditure from—						
Management.										
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources.		Grand Total.
								Private.	Public.	
9	10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	4,308	...	...	2,766	3,960	700	11,734
...	...	...	...	**4,308**	...	...	**2,766**	**3,960**	**700**	**11,734**
20,059	...	...	20,059	1,47,608	...	560	1,42,071	74,456	8,413	3,73,108
1,939	...	...	1,939	23,884	435	1,200	11,684	12,019	6,716	55,938
24,023	...	1,200	25,223	94,400	...	813	1,73,539	45,328	13,063	3,27,143
...	...	...	...	27,203	390	810	11,594	7,513	18,366	65,876
46,021	...	**1,200**	**47,221**	**2,93,095**	**825**	**3,383**	**3,38,888**	**1,39,316**	**46,558**	**8,22,065**
715	...	...	715	2,878	...	...	3,612	3,770	614	10,874
775	...	1,540	2,315	2,574	...	...	3,971	4,558	858	11,961
1,490	...	**1,540**	**3,030**	**5,452**	...	...	**7,583**	**8,328**	**1,472**	**22,835**
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	10,220	...	...	2,446	3,960	700	17,326
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4,855	...	...	1,900	...	...	6,755
922	...	4,218	5,140	...	...	...	922	4,218	...	5,140
...	...	...	...	360	...	...	201	1,083	15	1,659
922	...	**4,218**	**5,140**	**15,435**	...	...	**5,469**	**9,261**	**715**	**30,880**
...	...	...	...	1,21,852	...	...	12,565	377	49,670	1,84,464
...	...	...	...	44,353	...	...	...	...	...	44,353
...	...	...	...	**1,66,205**	...	...	**12,565**	**377**	**49,670**	**2,28,817**
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	8,166	...	...	...	...	...	8,166
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	6,571	...	...	...	5,436	...	12,007
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,140	...	...	...	...	...	1,140
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	47,164	...	460	1,98,228	49,980	...	2,95,832
...	...	...	...	**63,041**	...	**460**	**1,98,228**	**55,416**	...	**3,17,145**
48,433	...	**6,958**	**55,391**	**5,47,536**	**825**	**3,843**	**5,65,499**	**2,16,658**	**99,115**	**14,33,476**

PROVINCIAL TABLE A.—*Showing the number of scholars and percentage under instruction in each district for the year ending 31st March 1914.*

District.	Population.			Number of scholars.			Percentage of male scholars to male population of school-going age.	Percentage of female scholars to female population of school-going age.	Percentage of total scholars to total population of school-going age.
	Male.	Female.	Total.	Male.	Female.	Total.			
Dehra Dun ...	120,908	84,167	205,075	5,245	1,269	6,514	28·92	10·05	21·18
Saharanpur ...	541,091	445,268	986,359	16,773	1,355	18,128	20·67	2·03	12·25
Muzaffarnagar ...	444,862	363,498	808,360	15,006	1,079	16,085	22·49	1·98	13·26
Meerut ...	822,305	697,059	1,519,364	26,164	2,732	28,896	21·21	2·61	12·68
Bulandshahar ...	592,267	531,525	1,123,792	18,589	1,216	19,805	20·92	1·53	11·75
Total ...	**2,521,433**	**2,121,517**	**4,642,950**	**81,777**	**7,651**	**89,428**	**21·62**	**2·40**	**12·84**
Aligarh ...	629,524	536,156	1,165,680	20,345	2,271	22,616	21·55	2·82	12·93
Muttra ...	361,507	294,803	656,310	11,791	1,835	13,626	21·74	4·15	13·84
Agra ...	557,320	464,527	1,021,847	22,468	4,463	26,931	26·88	6·41	17·57
Mainpuri ...	438,920	358,704	797,624	10,559	1,352	11,911	16·04	2·51	9·96
Etawah ...	474,576	397,421	871,997	11,676	1,821	13,497	16·40	3·05	10·32
Total ...	**2,461,847**	**2,051,611**	**4,513,458**	**76,839**	**11,742**	**88,581**	**20·71**	**3·82**	**13·08**
Bareilly ...	593,836	500,827	1,094,663	14,772	2,410	17,182	16·58	3·21	10·46
Bijnor ...	427,153	379,049	806,202	15,409	1,546	16,955	24·05	2·72	14·02
Budaun ...	577,561	475,767	1,053,328	12,897	2,697	15,594	14·89	3·78	9·87
Moradabad ...	676,151	586,782	1,262,933	22,712	2,404	25,116	22·39	2·73	13·26
Shahjahanpur ...	513,562	432,213	945,775	12,776	1,767	14,543	16·58	2·73	10·25
Pilibhit ...	262,002	225,615	487,617	7,168	988	8,156	18·24	2·92	11·15
Total ...	**3,050,265**	**2,600,253**	**5,650,518**	**85,734**	**11,812**	**97,546**	**18·74**	**3.03**	**11·51**
Farrukhabad ...	494,017	406,005	900,022	14,682	2,497	17,179	19·81	4·10	12·72
Etawah ...	416,648	343,473	760,121	12,837	2,299	15,136	20·54	4·46	13·28
Cawnpore ...	623,437	518,849	1,142,286	25,632	1,911	27,543	27·41	2·46	16·07
Fatehpur ...	350,207	326,732	676,939	12,893	588	13,481	24·54	1·20	13·28
Allahabad ...	744,382	722,754	1,467,136	24,816	1,913	26,729	22·23	1·76	12·15
Total ...	**2,628,691**	**2,317,813**	**4,946,504**	**90,860**	**9,208**	**100,068**	**23·04**	**2·65**	**13·49**
Jhansi ...	350,192	330,496	680,688	10,461	956	11,417	19·92	1·93	11·18
Jalaun ...	209,525	195,250	404,775	7,829	480	8,309	24·91	1·64	13·69
Hamirpur ...	234,842	230,381	465,223	8,240	614	8,854	23·39	1·78	12·69
Banda ...	332,161	325,076	657,237	10,427	568	10,995	20·93	1·16	11·15
Total ...	**1,126,720**	**1,081,203**	**2,207,923**	**36,957**	**2,618**	**39,575**	**21·87**	**1·61**	**11·95**
Benares ...	451,545	444,799	896,344	34,534	2,587	37,121	50·99	3·88	27·61
Mirzapur ...	358,278	366,523	724,801	12,111	575	12,686	22·54	1·05	11·67
Jaunpur ...	576,070	580,184	1,156,254	22,332	684	23,016	25·84	·79	13·27
Ghazipur ...	420,200	419,525	839,725	15,195	717	15,912	24·11	1·14	12·63
Ballia ...	423,694	421,724	845,418	15,310	474	15,784	24·09	·75	12·45
Benares State ...	172,458	174,478	346,936	5,581	11	5,592	21·57	·04	10·75
Total ...	**2,402,245**	**2,407,233**	**4,809,478**	**105,063**	**5,048**	**110,111**	**29·16**	**1·40**	**15·26**
Gorakhpur ...	1,604,635	1,596,545	3,201,180	39,986	1,234	41,220	16·61	·52	8·59
Basti ...	926,286	904,135	1,830,421	26,715	853	27,568	19·23	·63	10·04
Azamgarh ...	749,800	743,018	1,492,818	21,762	1,124	22,886	19·35	1·01	10·22
Total ...	**3,280,721**	**3,243,698**	**6,524,419**	**88,463**	**3,211**	**91,674**	**17·98**	**·66**	**9·37**
Naini Tal ...	182,875	140,644	323,519	6,924	910	7,834	25·24	4·31	16·14
Almora ...	266,516	258,588	525,104	12,723	816	13,539	31·83	2·10	17·19
Garhwal ...	235,818	244,349	480,167	9,407	350	9,757	26·59	·95	13·55
Total ...	**685,209**	**643,581**	**1,328,790**	**29,054**	**2,076**	**31,130**	**28·27**	**2·15**	**15·62**
Lucknow ...	411,799	352,612	764,411	18,078	1,834	19,912	29·27	3·47	17·37
Unao ...	478,585	432,330	910,915	12,185	271	12,456	16·99	·42	9·12
Rae Bareli ...	510,665	506,199	1,016,864	13,749	307	14,056	17·95	·40	9·22
Sitapur ...	606,339	532,657	1,138,996	13,974	804	14,778	15·36	1·01	8·65
Hardoi ...	609,867	511,381	1,121,248	12,549	1,190	13,739	13·72	1·55	8·17
Kheri ...	511,512	447,696	959,208	11,083	526	11,609	14·44	·78	8·07
Total ...	**3,128,767**	**2,782,875**	**5,911,642**	**81,618**	**4,932**	**86,550**	**17·39**	**1·18**	**9·76**
Fyzabad ...	575,621	578,488	1,154,109	16,469	791	17,260	19·07	·72	9·97
Gonda ...	718,418	693,794	1,412,212	15,139	510	15,649	14·05	·49	7·39
Bahraich ...	544,594	503,083	1,047,677	11,243	249	11,492	13·76	·33	7·31
Sultanpur ...	515,980	532,544	1,048,524	13,402	263	13,665	17·32	·33	8·69
Partabgarh ...	437,183	462,790	899,973	12,957	280	13,237	19·76	·42	9·81
Bara Banki ...	564,137	519,730	1,083,867	12,563	943	13,506	14·85	1·21	8·37
Total ...	**3,355,933**	**3,290,429**	**6,646,362**	**81,773**	**3,036**	**84,809**	**16·24**	**·62**	**8·57**
Grand Total ...	**24,641,831**	**22,540,213**	**47,182,044**	**758,138**	**61,334**	**819,472**	**20·51**	**1·81**	**11·58**
Grand Total for previous year ...	**24,641,831**	**22,540,213**	**47,182,044**	**732,499**	**55,799**	**788,298**	**19·82**	**1·65**	**11·14**

PROVINCIAL TABLE B.—*Giving particulars of Vernacular Primary Schools for boys for the year ending 31st March 1914.*

District.	Number of schools.							Number of scholars.							Expenditure on schools.	
	Under public management.		Under private management.				Total.	Under public management.		Under private management.				Total.	Under public management.	Aided.
			Aided.		Unaided.					Aided.		Unaided.				
	Upper.	Lower.	Upper.	Lower.	Upper.	Lower.		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
															Rs.	Rs.
Dehra Dun ...	18	33	2	14	...	...	67	254	2,037	23	530	...	...	2,844	10,379	2,333
Saharanpur ...	45	101	6	63	...	...	215	756	5,186	71	2,165	...	...	8,178	28,221	7,618
Muzaffarnagar	55	61	6	77	...	...	199	802	5,587	57	2,604	...	...	9,050	28,127	4,678
Meerut ...	104	102	13	84	...	...	303	1,020	10,944	107	3,256	...	...	15,327	49,665	8,322
Bulandshahr ...	100	19	22	120	1	1	263	1,627	6,072	210	4,065	10	63	12,047	34,821	13,957
Total ...	**322**	**316**	**49**	**358**	**1**	**1**	**1,047**	**4,459**	**29,826**	**468**	**12,620**	**10**	**63**	**47,446**	**1,51,213**	**36,908**
Aligarh ...	78	102	9	111	...	...	300	1,379	8,691	60	3,563	...	...	13,693	48,127	8,468
Muttra ...	48	49	27	75	...	...	199	829	5,448	173	3,152	...	...	9,602	26,064	9,318
Agra ...	78	79	12	70	...	5	244	1,628	10,480	356	2,999	...	161	15,624	42,230	6,987
Mainpuri ...	47	62	4	36	...	...	149	685	6,261	19	1,312	...	...	8,277	28,730	3,551
Etah ...	52	55	2	44	...	...	153	946	7,051	22	1,491	...	...	9,510	30,463	4,964
Total ...	**303**	**347**	**54**	**336**	**...**	**5**	**1,045**	**5,467**	**37,931**	**630**	**12,517**	**...**	**161**	**56,706**	**1,75,614**	**33,288**
Bareilly ...	76	55	7	68	...	...	206	937	6,692	105	2,087	...	...	9,821	36,118	8,242
Bijnor ...	46	64	12	68	...	...	190	744	5,178	99	2,650	...	...	8,671	27,264	4,668
Budaun ...	76	67	9	57	...	1	210	1,063	6,323	51	2,012	...	37	9,486	31,316	4,563
Moradabad ...	64	89	3	112	...	...	268	1,141	8,681	12	3,726	...	...	13,560	43,388	10,562
Shahjahanpur ...	48	83	1	48	...	5	185	1,058	6,675	5	1,420	...	149	9,307	32,227	2,987
Pilibhit ...	51	27	1	40	...	...	119	874	3,600	17	1,113	...	...	5,604	20,300	2,745
Total ...	**361**	**385**	**33**	**393**	**...**	**6**	**1,178**	**5,817**	**37,149**	**289**	**13,008**	**...**	**186**	**56,449**	**1,90,613**	**33,767**
Farrukhabad ...	49	97	15	68	...	1	230	1,144	8,239	171	2,535	...	17	12,106	37,021	7,625
Etawah ...	50	71	37	35	1	...	194	793	6,806	192	2,320	9	30	10,150	28,127	6,148
Cawnpore ...	94	95	...	80	...	...	269	1,895	10,757	...	2,403	...	...	15,055	59,940	5,095
Fatehpur ...	62	58	4	53	...	...	177	1,082	6,702	77	1,722	...	...	9,583	29,144	3,638
Allahabad ...	92	81	1	99	...	...	273	1,324	9,808	10	2,700	...	...	13,842	45,363	10,863
Total ...	**347**	**402**	**57**	**335**	**1**	**1**	**1,143**	**6,238**	**42,312**	**450**	**11,680**	**9**	**47**	**60,736**	**1,99,595**	**33,369**
Jhansi ...	33	113	1	62	...	...	209	435	5,740	10	1,733	...	...	7,918	33,388	7,352
Jalaun ...	49	43	...	40	2	4	138	663	4,388	...	1,040	17	366	6,474	25,012	2,151
Hamirpur ...	38	60	2	37	...	...	137	499	5,197	11	1,137	...	...	6,844	19,768	2,165
Banda ...	49	89	1	73	...	...	212	581	6,133	9	2,006	...	...	8,729	32,808	5,457
Total ...	**169**	**305**	**4**	**212**	**2**	**4**	**696**	**2,178**	**21,458**	**30**	**5,916**	**17**	**366**	**29,965**	**1,10,976**	**17,125**
Benares ...	82	52	2	101	...	...	237	3,653	16,213	71	6,072	...	...	26,009	61,616	7,466
Mirzapur ...	36	75	1	66	5	35	218	738	5,675	13	2,322	41	1,307	10,096	23,069	5,151
Jaunpur ...	108	29	7	75	1	3	223	2,374	11,370	87	4,033	6	199	18,069	45,518	8,328
Ghazipur ...	64	43	2	94	...	...	203	1,298	7,722	11	4,088	...		13,119	33,015	5,950
Ballia ...	72	50	1	47	...	6	176	1,579	7,758	12	2,032	...	218	11,599	42,285	3,993
Benares State ...	15	44	...	...	...	...	59	332	4,777	...	...	...	...	5,109	12,518	...
Total ..	**377**	**293**	**13**	**383**	**6**	**44**	**1,116**	**9,974**	**53,515**	**194**	**18,547**	**47**	**1,724**	**84,001**	**2,18,021**	**30,888**
Gorakhpur ...	150	54	28	236	...	4	472	3,535	16,839	322	11,227	...	201	32,124	57,147	15,950
Basti ...	71	72	18	180	...	...	341	2,006	12,659	258	8,956	...	...	23,879	42,033	15,415
Azamgarh ...	120	44	15	135	...	2	316	2,185	9,823	140	4,812	...	100	17,060	43,209	8,449
Total ...	**341**	**170**	**61**	**551**	**...**	**6**	**1,129**	**7,726**	**39,321**	**720**	**24,995**	**...**	**301**	**73,063**	**1,42,389**	**39,814**
Naini Tal ...	37	60	1	26	...	...	124	416	4,156	3	909	...	...	5,484	19,728	2,896
Almora ...	63	48	17	48	1	19	196	731	7,086	144	2,520	2	701	11,184	24,578	7,501
Garhwal ...	43	79	2	45	...	46	215	740	4,933	34	1,632	...	1,287	8,626	23,862	3,286
Total ...	**143**	**187**	**20**	**119**	**1**	**65**	**555**	**1,887**	**16,175**	**181**	**5,061**	**2**	**1,988**	**25,294**	**68,168**	**13,683**
Lucknow ...	56	51	1	83	...	...	191	814	7,054	9	3,112	...	...	10,989	45,810	8,434
Unao ...	61	81	...	77	1	...	220	1,012	6,905	...	2,111	6	51	10,085	32,593	5,974
Rae Bareli ...	76	63	4	92	...	...	235	1,060	8,326	35	2,811	...	...	12,232	40,029	6,335
Sitapur ...	67	109	1	60	1	...	238	1,170	7,847	9	1,773	14	38	10,851	40.774	3,487
Hardoi ...	49	144	2	63	...	...	258	779	7,757	16	1,914	...	...	10,466	36,184	4,319
Kheri ...	51	71	3	81	...	6	212	990	5,405	37	2,389	...	179	9,000	31,446	7,834
Total ...	**360**	**519**	**11**	**456**	**2**	**6**	**1,354**	**5,825**	**43,294**	**106**	**14,110**	**20**	**268**	**63,623**	**2,26,836**	**36,383**
Fyzabad ...	78	44	3	102	...	...	227	1,624	8,204	51	3,488	...	...	13,367	39,177	8,458
Gonda ...	97	54	5	70	1	4	231	1,498	8,218	60	2,584	9	149	12,518	42,591	6,626
Bahraich ...	72	60	2	38	...	...	172	1,437	6,513	84	1,290	...	...	9,324	38,634	2,499
Sultanpur ...	74	38	1	76	...	...	189	1,605	7,649	7	2,407	...	...	11,668	34,269	5,072
Partabgarh ...	53	51	3	50	...	8	165	1,385	7,025	70	1,879	...	333	10,692	34,058	5,082
Bara Banki ...	64	85	3	43	1	5	201	1,112	7,527	23	1,404	10	208	10,284	32,192	3,005
Total ...	**438**	**332**	**17**	**379**	**2**	**17**	**1,185**	**8,661**	**45,136**	**295**	**13,052**	**19**	**690**	**67,853**	**2,20,921**	**30,742**
Grand total ...	**3,161**	**3,256**	**319**	**3,522**	**15**	**155**	**10,428**	**58,232**	**3,66,117**	**3,363**	**1,31,506**	**124**	**5,794**	**5,65,136**	**17,04,346**	**3,05,967**
Do. for previous year.	**2,952**	**3,228**	**334**	**3,493**	**18**	**117**	**10,142**	**52,351**	**3,53,537**	**3,555**	**1,31,973**	**165**	**5,009**	**5,46,590**	**15,14,104**	**2,95,021**

ORDERS OF GOVERNMENT.

No. 72/XV—308 OF 1914.

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Dated Allahabad, the 12th January 1915.

READ—

The general report on public instruction in the United Provinces for the year ending the 31st March 1914.

OBSERVATIONS.—The most notable event of the year was the appointment of a committee under the presidency of Mr. Justice Piggott to examine and advise on the various problems connected with primary education. The report of the committee has been since reviewed at length in the resolution no. 1611 of August 25, 1914, which set forth the conclusions at which the Government has arrived, and the measures it has decided to adopt. Schemes for the development of other branches of education were also under examination and substantial progress was made in regard to some of these.

II.—The total expenditure from all sources rose from Rs. 1,21,19,651 to Rs. 1,28,30,090. Under provincial revenues there was an apparent decrease of Rs. 1,29,738, due to the inclusion in the figures of 1912-13 of the Government of India's grant of Rs. 3,45,000 for the University. Excluding this grant the expenditure from provincial revenues rose from Rs. 44,58,613 to Rs. 46,73,875 ; while that from district and municipal funds increased from Rs. 26,57,339 and Rs. 3,71,972 respectively to Rs. 30,24,947 and Rs. 4,94,896.

III.—The number of scholars in primary schools rose from 547,354 to 566,033 and the average attendance from 400,012 to 418,702. The increase was entirely confined to board schools. The attendance at aided schools was practically stationary, and in parts of the province the presence of scarcity resulted in the disappearance of a number of the weaker schools of this type. The steady rise in the number of scholars in the upper primary stage is a satisfactory feature, but the leeway to be made up in this direction is still immense, the proportion of upper primary scholars being still only a little over 11 per cent. In the matter of training facilities considerable advance has been made. The number of training classes was raised during the year from 112 to 184, funds have been set aside for an additional ninety-two classes, plans for three new normal schools are under preparation and the courses at both normal schools and training classes are being revised. Grants aggregating just under 15 lakhs for the improvement of school buildings were made towards the close of the year, and large recurring grants have since been distributed to enable the boards to carry out the various policies and measures described in the resolution of the 25th August 1914.

IV.—Anglo-Vernacular secondary schools have risen from 196 to 201 and there are now 123 high schools and seventy-eight English middle schools. The increased proportion of institutions which have attained the high school stage is a gratifying sign of progress. The Anglo-Vernacular middle school, while a necessary stage in the development of our high schools, provides in itself a very incomplete education, and tends to congest the upper classes in the high schools. The scholars attending both classes of school have risen from 44,556 to 46,385, and there is every indication that the numbers claiming admission

will expand steadily from year to year. The question of accommodation, therefore, if not as urgent as it is sometimes represented to be, demands attention. The policy of the Government in this matter has been declared more than once. Apart from the provision of a certain number of model schools its function is limited to assisting private enterprise. Subject to these limits, much has been effected of late years. Since their provincialization in 1910, large sums have been spent annually on improving and extending the accommodation in the schools maintained by Government. New buildings which will permit of a considerable increase in attendance are under construction at Shahjahanpur, Pilibhit and Hardoi and are contemplated in the case of eight other government schools. Additional sections are being opened in government schools, wherever possible. Since March 1912 grants for new school buildings or additional class rooms aggregating over 4½ lakhs have been made to aided schools ; the present government buildings at Cawnpore and Muzaffarnagar will be made over to aided schools as soon as the new buildings have been completed, and grants to other aided schools are under consideration. In not a single case has assistance been refused to any well considered project. In the matter of hostel accommodation, too, rapid progress has been effected. Since March 1912 funds have been allotted for seven new hostels in government schools ; grants aggregating nearly 2½ lakhs have been made to aided schools for this purpose ; and funds have recently been set aside for the construction of hostels at sixteen schools.

The need for expansion and the claims of efficiency are often contrasted ; and the suggestion has not infrequently been made that the former has been improperly subordinated to the latter. The figures above set forth should show what little foundation there is for this charge. But the whole implied opposition is essentially unreal. It is a commonplace that the aim of all education is the training of faculty, the preparation of students for their career in after-life ; and any system of education which fails to secure this result stands self-condemned. Considered in this light the standard hitherto sought to be attained might more justly be criticized as being unduly low rather than as being unnecessarily high. Much has certainly been effected in recent years for the improvement of the general standard of secondary education, and further measures to the same end—the opening of a new Training College, more adequate salaries in government and aided schools, and a strengthened inspectorate—are now under consideration, but it is difficult to escape the conclusion that a still more radical r form is called for and that without some lengthening of the school course, coupled with a great improvement in the type of teacher, our schools wi'l never be able to take their proper place in our system of national education.

V.—The number of students in colleges rose from 3,621 to 3,876. Here too the question of accommodation has been much to the fore of late. The colleges have been liberally assisted by the Government. The staff of the Muir College is being strengthened, and grants aggregating over 3 lakhs have been made since 1913 to aided colleges. It is clear however that, as at present constituted, our colle s cannot continue indefinitely to meet the demands made upon them. In the future the establishment of new colleges may become necessary ; but for the present

the solution seems to lie in a better use of the existing facilities. The colleges are congested with students whose inadequate attainments render them unfitted to benefit by a University training, and an extension of the school course, involving possibly the taking over by the schools of some of the college classes, seems to be required as much in the interests of collegiate as of secondary education.

The new buildings of the University Law College were opened at the close of the year; one law hostel is now under construction and funds have been allotted for a second. The establishment of these hostels should do much to facilitate the concentration of legal studies at Allahabad where alone proper training facilities are available. A further development of some importance is the affiliation of two colleges in commerce, a subject in which a diploma was instituted in the preceding year.

VI.—In female education there is again little substantial progress to record. The total number of girls under instruction in public schools rose from 49,831 to 54,983, but the lower primary classes accounted for almost the whole of the increase. The measures for the improvement of the primary education of girls which the Government has now decided to introduce were outlined in the resolution of August 25, 1914. The success of these measures will depend on the extent to which public interest and co-operation can be enlisted. There can be no marked advance in elementary education till the public has realized more fully the need for the instruction of its women folk. Further, upon the results of our efforts to build up a sound system of primary education depends the possibility of any considerable progress in secondary education. A widespread secondary system must necessarily rest on a broad basis of elementary instruction. In present conditions secondary education is inevitably confined to the children of a small section of the upper classes. In the education of girls of these classes useful pioneer work has been done by aided schools, but such schools seem to suffer sometimes from the lack of sustained effort. This is the more to be regretted since here more than at any other stage is it desirable that Government should follow rather than attempt to guide the public demand; and it is here that private enterprise which the Government will always be ready to assist can best work out the lines of stable development.

VII.—In European schools the attendance rose from 4,660 to 5,038. The number reading for the University in particular shows a noticeable increase, and though it would be premature to infer that the community has at last realized the advantages of high education, there are signs of a change for the better in this respect. The examination of the recommendations of the Simla Conference has now been concluded. Some of the measures recognized to be desirable must probably await the recurrence of more favourable financial conditions, but it has been decided to substitute the Cambridge Local examinations for the present High school examination, money has been earmarked for orphanages and, with the assistance of the Government of India's grant of Rs. 80,000, it will be possible to effect some improvement in the matter of teachers' salaries.

VIII.—Further progress has been made during the year in the development of the various institutions connected with technical and industrial education. The most important changes connected with the Thomason College, Rurki, have been the successful opening of the tenth class owing to the assistance given by the Upper India Chamber of Commerce and the decision to transfer the lower division of the department of Technology to its proper place at the Lucknow Technical school. The upper division, intended more especially for the instruction of the relations of capitalists, has been a failure owing to the absence in this class of any special desire for technical instruction. It will be for the newly constituted Board of Industries to advise the Government whether it should be replaced by a class of the type described in the report by Colonel Atkinson and Mr. Dawson as one for the Improver grade or whether the College should confine itself to its primary work of teaching civil engineering. The technical schools at Lucknow and Gorakhpur continue to progress on the lines laid down for them and their discipline and tone have been very satisfactory. With the opening of the new automobile class at Lucknow and the extension of the mechanics class to replace the lower division at Rurki, the school has extended its activities so widely as to necessitate an application for a trained assistant to the Principal. The Upper India Chamber of Commerce have again rendered generous assistance in finding posts for passed students, and in Gorakhpur the authorities of the Bengal and North-Western Railway have steadily supported that technical school.

At Bareilly the equipment of the school of carpentry has been practically completed and under its competent and enthusiastic head this school has taken its right place with reference to the trade and meets a real demand.

The School of Arts and Crafts has almost passed through the experimental stage and a definite decision has been arrived at with reference to the subjects to be taken up for the next few years. Of students there is no lack and with the completion of the main buildings and the provision of the necessary equipment it will be possible to select the most suitable candidates for admission and to steadily pursue the main aim of the school by bringing it into an intimate connection with the various trades to which its teaching can render assistance.

The progress of the Benares weaving station was seriously affected by the death of Mr. Cook and it is still very much in the experimental stage while many of its students are not of a satisfactory type from the point of view of the progress of the weaving industry. These defects are being gradually dealt with by the new Principal, Mr. Ormerod, and it may be hoped that the school will, before long, find its place in relation to the industry and admit of development on sound lines. Improvement in this direction is even more required for the number of smaller weaving schools which have as yet hardly justified their existence and require considerable improvements in their staff and methods of working.

All these institutions have owed much to the very practical and constructive suggestions made by the officiating Director of Industries

who has spared no pains in dealing with the difficulties met with in this heavy addition to his normal duties.

IX.—The Acharya, Madhyama, and Prathama examinations continue to grow in popularity, the number of candidates having risen from 2,171 to 2,483. An Inspector of Pathshalas has recently been appointed and it is hoped that, under the guidance of Dr. Venis, C.I.E., who has recently taken up the post of Superintendent of Sanskrit Studies, substantial progress will be made on the lines laid down by the expert committee, which reported on the subject last year. The condition of Arabic and Persian studies is less encouraging. The appointment of an Inspector of Arabic Madrasas is under consideration, but expert inspection cannot supply the want of liberal financial support from the public.

X.—The educational needs of the Muhammadan community have recently been the subject of careful examination, and in the resolution of the 25th August on primary education the measures relating to this branch which the Government proposed to adopt were indicated. It now rests with the community to take advantage of the facilities which will be placed at its disposal. Without their co-operation the efforts of the Government can have little or no result. In secondary and collegiate education the community has always much more nearly held its own, and the statistics for the last seven years show no signs of relative retrogression. Further progress in this direction will be largely affected by the extent of the advance made in primary education. An increased diffusion of elementary instruction is certain to add to the number of students in Anglo-Vernacular schools and colleges.

XI.—The Benares College has suffered a serious loss by the untimely death of Professor Norman, a scholar of unusual promise, and at the close of the year its Principal, Dr. Venis, who had acted as Director of Public Instruction from the 19th April to the 19th September 1913, retired from the Indian Educational Service. His Honour desires to place on record his appreciation of the great services which Dr. Venis throughout his long career has rendered to the cause of education in these provinces. A scholar of more than local fame, a sympathetic and successful Principal, his place in the Indian Educational Service will not easily be filled. Fortunately his services will still be available, for some years to come, for the superintendence of the oriental studies, which he has done so much to promote.

Mr. de la Fosse held charge of the post of Director of Public Instruction during the remainder of the year, and has had to bear a very heavy burden of work. His Honour is indebted to him for an interesting report, for his careful administration of the department, and for ever ready assistance and advise.

ORDER.—Ordered that a copy of this resolution be forwarded to the Director of Public Instruction, United Provinces, for information.

Ordered also that this resolution be published in the *United Provinces Government Gazette* for general information.

By order of the Hon'ble the Lieutenant Governor, United Provinces,

S. P. O'DONNELL,

Secy. to Govt., United Provinces.

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on 01 February, 2020